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ABSTRACT

This unit intends for students to explore various literary devices such as theme, characterization, and vocabulary while they read Jack London's "The Call of the Wild." While reading this text, students will explore the relationship of these devices in connection to the unit's overall theme: survival. Students will be exposed to history, new words, ideas, and technology--knowledge that has real life value and can be used beyond the classroom. The unit aims for students to use teamwork to accomplish specific goals, enhancing and emphasizing the need to work together as demonstrated in the novel. Students will gain an in-depth understanding of the text while learning and retaining new life skills. The unit was designed for an eighth-grade heterogeneous language arts class with a 60-minute time span in a 35-day period. It can be integrated with other subjects such as science, history, geography, and math. The unit integrates such learning theories as Bloom's taxonomy and multiple intelligences, and the kinesthetic learning theory has been extensively employed as well. Throughout the unit students are further aided in the learning process via a mixture of individual, partner, and group activities. (NKA)

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The Call of the Wild

Thematic Unit

Tammy Prinsen

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Introduction

Purpose of Unit:

The purpose of this unit is to explore various literary devices such as theme, characterization, and vocabulary while reading *The Call of the Wild*. Furthermore, students while reading this text will explore the relationship of these devices in connection to the overall theme of this unit: survival. Students will also be exposed to history, new words, ideas, and technology: knowledge that has real life value and can be used beyond the classroom. Additionally, students will use teamwork to accomplish specific goals throughout this unit enhancing and emphasizing the need to work together as demonstrated in *The Call of the Wild*, also a lifelong skill. Thus students will gain an in-depth understanding of the text while learning and retaining new life skills.

Classroom Make-Up:

This unit was designed for an eighth grade heterogeneous language arts class with a time span of 60 minutes per class.

Integration with other Subjects:

Science:

This unit could be linked to science through the study of the environment, the wilderness, human conditioning, and dogs.

History:

This unit could be linked through the study of the history of Alaska, the gold rush, and the history of mushing.

Geography:

This unit could be linked through the study of the Alaskan landscape, boundaries, and regions.

Math:

This unit could be linked through the study of miles traveled and gold accumulated during the gold rush.

Modification Notice:

This unit uses various techniques to assist all learners. The unit has been designed to integrate such learning theories as Bloom's taxonomy and multiple intelligences; as well, the auditory, visual, and kinesthetic learning theory has been extensively employed. Students are further aided in the learning process throughout this unit via a mixture of individual, partner, and group activities.

Day 1

The Call of the Wild

Objectives: Students will be able to:

-understand the term survival
-recognize sled dogs
-understand mushing

Materials:

-overhead projector
-transparency with quickwrite scenarios (see attachment)
-chalk
-blackboard
-packets on dogs and mushing

Procedure:

Motivation:

-The teacher will have the overhead projector set-up with the quickwrite instructions and scenarios showing on the screen as the students come into class.
-The students are to begin the quickwrite activity immediately upon entering class.
-Students will be given approximately 8 minutes to complete their quickwrites.
-Volunteers will be called on to read their quickwrites.
-The class will discuss the quickwrites.
-The class will discuss survival.
-The class will create a meaning for the word survival (their only spelling word at this point)
-A scribe or the teacher will write the meaning on the board.
-The class will write the word and it's meaning in their vocabulary notebooks (10 min).
-The teacher will collect the quickwrite.

Teaching:

-The teacher will tell the students the plan of the day: You (the students) will be working in groups and presenting your article to the class, etc.
-The teacher will organize the groups—they will count off by six.
-Each group will be given a packet. (Students will be encouraged to take notes.)
-Once the reading/listening task is done the groups are to practice their presentations (25 min). All members are to participate in the presentation.
-The groups present their article to the class (10 min).

Guided Practice:

-In both the quickwrite activity and the group packet activity the teacher, through both individual/group attention and whole class discussion, will guide the students.
-Scribe writes survival meaning on board.

Individual Practice:

-Students write answer to quickwrite.
-Students take notes as needed.

Closure:

-The teacher will summarize the information that the class had covered that day.
-The teacher will then tell the students what they will be doing the next day.
    -They will be on a fact-finding mission.
        -Immediately upon entering the classroom the students are to get an outline worksheet from the teachers desk.
        -They will use the worksheet write dog and musher facts that can be found in various locations around the room.
        -Students will have only 10 minutes to find as many facts as they can.
    -The students will then be put into groups and given packets on the iditarod.
-Closure should take at least five minutes.

Evaluation:
-Student understanding will be assessed through:
    -observation
    -discussion
    -quickwrite
    -presentation of group information
    -(Students will be given 5 points for the quickwrite and participation points for any of the other three.)
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to construct and understand the term survival?
        -Can students recognize types of mush dogs?
        -Do students understand mushing?

Quickwrite

Pick one of the following scenarios and answer the question at the end: write a paragraph or make a list. If you decide to make a list I expect to see not only a list of items or ideas but also a reason for each item or idea.

You are traveling through an un-civilized region of Alaska. Everything as far as you can see is ice packed and frozen. Your mode of transportation is a sled pulled by a team of 9 dogs. You are a mail carrier and your job is to deliver 500 lbs. of mail to a city still 300 miles away. Your dogs at their peak of strength can carry 800 lbs. total. What provisions should you have brought for this trip? *Remember that food is hard to find in this region.

You are stranded in the middle of a wilderness surrounded by ice and snow. You have a sled and a pack of dogs to get you to civilization. However, both you and the dogs have run out of food—you are starving. You only have a knife as a weapon to fight off predators. How do you survive?

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Day 2

Objectives: Students will be able to:

-recognize facts about dogs and mushing
-understand and recognize facts about the Iditarod

Materials:

-outline worksheet for motivational activity (see attachment)
-worksheet with Iditarod questions (see attachment)
-chalk
-blackboard

Procedure:

Motivation:

-Material will be placed around the classroom containing information about dogs, sleds, and mushing.
-Students are to fill out the outline worksheet (10 min).
-Students will partner-up and discuss answers (5 min).
-The class will then come back together and discuss answers (5 min).
    -Students will be called on to give factual answers.
    -Students will write information on their worksheets as needed.
-The students will put worksheet in folder.

Teaching:

-Students will again partner-up with a friend.
-Students will then be given the iditarod questions.
-Students will choose the station where they want to work at.
-Students will then write information that answers the worksheet questions.
-After 10 minutes at the first station students will then be rotated to the next station and again given 10 minutes to find answers (total task time 20 min).
-The class will come together then.
    -Individually students will be asked to write an answer on the board.
    -Students are to copy any information they do not have.
    -This task should take 10 minutes.
-The class will, then, take out a piece of notebook paper and write down 3 things they learned today and 1 question (5 min). These will be collected while teacher is making closure statements.

Guided Practice:

-In both the fact-finding activity and the group packet activity the teacher, through both individual/group attention and whole class discussion, will guide the students.
-Students write answers on board.
-Fact-finding activity- answers are given through discussion.

Individual Practice:

-Students find facts about dogs and mushing in various materials.
-Students take notes from board.
-Students write things learned and ask question.

Closure:

-The students will summarize the activities and material covered that day.

-During this summation, the teacher will tell the students that they will be using the information they have gathered the past 2 days to write a story about wilderness survival on Friday.

-The survival story will be considered a test essay.

-But the students will be able to use their notes.

-The teacher will tell the students what they will be doing tomorrow.

-There will be a class discussion about survival and students are encouraged to bring in stories about people surviving under formidable conditions.

-The students will be watching a video about the Iditarod.

Evaluation:

-Students understanding will be assessed through:

-observation

-discussion

-the 3 things they learned and a question.

-(Students will be given 5 points for the 3 things learned and question.)

-Teaching Procedure:

-Did students meet the objectives--

-Were students able to recognize facts about dogs and mushing?

-Can students understand and recognize facts about the Iditarod?

Dogs and Mushing

Breeds of dogs that can be sled dogs:

A.

B.

C.

Roles dogs serve on a team:

A.

B.

C.

D.

Parts of a sled:

A.

B.

C.

D.

E.

Types of lines used to harness dogs:

A.

B.

Iditarod teams start with _____ dogs, and finish with _____ to_____ dogs.

The Iditarod is _____ miles long.

Other facts not listed:

Iditarod Questions

1. The Iditarod is how many miles long?

2. The Iditarod is a race that spans between what two cities?

3. How long does the Iditarod take to complete?

4. What was the Iditarod Trail used for originally?

5. In 1925 how was the Iditarod used to save lives?

6. Who was the first woman to ever win the Iditarod? In what year?

7. Who is the only person to have ever won the Iditarod in consecutive years?

8. What are the weather conditions in Alaska when the Iditarod is run?

9. Name two authors that write about the Iditarod or mushing in Alaska?

10. What two racers have won the Iditarod four or more times?

11. What supplies should mushers bring with them?

12. What do mushers win?

13. How do animal rights activists feel about the Iditarod and why?

14. Do you think that the Iditarod is inhumane?

Day 3

Objectives: Students will be able to:

-understand how to tell a story (survival)
-view and visualize the Iditarod Trail

Materials:

-Iditarod race video
-Blackboard
-chalk

Procedure:

Motivation:

-Immediately upon entering the room the students are to push their desks back toward the walls and put their chairs in the middle of the room; they are to form a circle.
-We will talk about survival stories that we know of and those that were found in newspapers, magazines, or heard on the news (10 min).
(note to self—talk about blizzard of 1937)
-The teacher will talk about and write on the blackboard the elements needed in a story—setting, plot, climax, characterization, and ending.
-The teacher will perform closure at this point--(this will allow me to maximize my time—as of now I don't know how long the video is). (5 min)

Teaching:

-The students will move the desks back into place and sit at their respective seats.
-The teacher will introduce the video.
-The students will view the video.

Guided Practice:

-During the storytelling timeframe the teacher will provide guidance by giving attention to both the individual and the class as a whole.
-The teacher writes and discusses the elements needed for a story.

Individual Practice:

-Students tell survival stories.
-Students view and take-in information presented in video—the ruggedness of Alaska, people with strong convictions, and people against nature theme.
    -Video--good for visual learners.
    -Audio—good for auditory learners.

Closure:

-The teacher will tell the students that tomorrow they will write a survival story containing some of the facts they have read about or seen this week.
-Their stories must have the elements of a story as written on the blackboard.
-Also the students can use any of their notes taken in the previous 2 days as well as their Elements of Fiction handout.
-The survival story will be graded holistically (the teacher will explain) and counted as a test grade (out of 100).

-graded according to factual knowledge contained within.
-graded on overall composition.
-graded according to the elements present.
-graded according to basic writing skills—proper punctuation, capitalization, and good sentence structure.

-The teacher will also tell the students that they will be playing jeopardy at the beginning of class tomorrow.
-The students are to check the printout taped to the blackboard to find their team and station number.
-The students are to go to their stations immediately.

-Closure should take 5-7 minutes.

Evaluation:

-Student understanding will be assessed through:
-observation
-discussion
-participation

-Teaching procedure:
-Did students meet the objectives:
-Were students able to understand story telling.
-Were students able to view and visualize the Iditarod.

Day 4

Objectives: Students will be able to:

-recite facts about dogs, mushing, and the Iditarod.
-understand and use the elements of a story.
-understand the nature of survival (Bloom's taxonomy)

Materials:

-Jeopardy board and questions
-bells and buzzers for teams
-printout of teams
-blackboard
-chalk
-station/team number sheets
-candy for the winners

Procedure:

Motivation:

-The students will upon entering the classroom check the team printout and go immediately to the table that has their station number sheet taped to it.
-The teacher will then give each team a noisemaker (bell, buzzer, etc.)
-The teacher will then ask for volunteers to be:
    -question reader (2 will probably be needed)
    -score keeper
    -these students will automatically receive a reward
-The teacher will explain the directions and the reward system
-Jeopardy will then be played for approximately 15-20 minutes.
-If needed the teacher will act as judge.
-A winning team will then be declared and candy given.
-The students will go back to their regular seats.

Teaching:

-The students will then be instructed to take out their Dogs and Mushing Outline, their Iditarod Question sheet, and the Elements of Fiction handout as well as any notes they may have individually taken.
-The students will also be instructed to remove a sheet of notebook paper and then place all other material under their seats.
-The students will then construct a survival story containing some of the information they have read about, seen, and taken notes on (30 min).
-These will be collected during closure.

Guided Practice:

-In both the Jeopardy activity and the story composition task the teacher will, through both individual and group attention, guide the students.
-Readers and Scorekeeper will reinforce knowledge skills.

Individual Practice:

-Students will write survival story.
-Students assist one another with factual information for Jeopardy.

Closure:

-The teacher will congratulate the class for a job completing a successful week, for playing Jeopardy in an orderly manner, and for quietly writing their stories.
-The teacher will tell the students that she is looking forward to reading their essays.
-The teacher will then remind the students that they don't have school Monday.
-The teacher will tell the students what they will be doing on Tuesday, January 16th.

-The students will be accessing the Internet and researching information about Alaska.
-The students will be put in groups of three.
-The students will fill out a worksheet (each group will have a different worksheet).
-The students will then present their information to the class.

-Closure will take 5 minutes.

Sponge activity (if needed):

-Students will write down 2 things they liked about this week and 2 things they didn't like.
-Students are not to write their names on them.
-These papers are then to be turned into the teacher as the students leave the classroom.

Evaluation:

-Students understanding will be assessed through:

-observation
-game
-survival story—assessed as a test (graded according to school grading system)

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

-Teaching procedure:

-Did students meet the objectives—

-Were students able to recite facts about dogs, mushing, and Iditarod.
-Did students understand and use the elements of a story.
-Did students understand the nature of survival.

Day 5

Objectives: Students will be able to:

-use the Internet

-gain and understand facts about Alaska

Materials:

-computer lab

-computers

-handouts with web address and Alaska questions (Alaska Internet Worksheet)

-Alaska Internet Supplement handout

-the student created survival stories

-basket

Procedure:

Motivation:

-The students will report to the computer lab for class.

-The teacher will hand back the graded survival stories.

-The teacher will select students to read their stories—(the will have written on the top of a student's paper that she wishes that student to read their story for the class).

-The class will applaud all readings.

-The class will discuss the survival stories (15 min).

Teaching:

-The teacher will have students write their name on a piece of paper, crumble it up, and put it into a basket.

-The students will then choose their partners from the basket.

-Before the Internet activity begins the teacher will ask those students who feel comfortable using the Internet to raise their hands.

-The teacher will assess how many students and who they are.

-The teacher will ask all/some to voluntarily help students who are not comfortable with the Internet when the teacher is busy.

-The teams will then choose the computer they wish to work at.

-Each team member is given the Alaska Internet Worksheet (AIW). There will be four different worksheets—2 teams per 1 topic.

-The teacher will tell the students that they must take notes because they will be presenting their information to the class.

-Total fact and Alaska cite gathering time is 30-33 minutes.

-The students will present their information to the class (5-7 min).

-Students will be told that they will use this information later in the week.

-Students will take notes on information they do not have.

Guided Practice:

-In both the survival story reading/class discussion and the Internet activities the teacher will, through individual, group, and class interaction, guide the students.

-Students will relate factual information to their classmates.

Individual Practice:

-Students read their stories aloud.
-Students individually write Internet information when classmates present.

Closure:

-The teacher will thank them for conducting themselves properly during the reading.
-The teacher will thank them for staying on their Internet cite.
-The teacher will sum up the information that the students found on the web.
-The teacher will tell the students that they are to report to the computer lab tomorrow.
-The students will have a pre-quiz.
-The students will again be accessing the Internet.
-The students will be finding information on a website about Jack London.
-Closure time—5 minutes.

Sponge Activity:

Students will be given the Alaska Internet Supplement
Students will explore this site

Evaluation:

-Student understanding will be assessed through:
-observation
-discussion
-presentations
-AIW notes
-Teaching Procedure:
Did students meet the objectives—
-Were students able to use the Internet?
-Did students gain and understand facts about Alaska?

Alaska Internet Worksheet

Go to:

www.state.ak.us/local/facts.html

Click on:

Student Guide to Facts

Click on:

Alaska Natives (find in the left column)

Name the 5 groups of Native Alaskans, and write 2 facts about each group.

A.

1.

2.

B.

1.

2.

C.

1.

2.

D.

1.

2.

E.

1.

2.

Click on:

Aurora Borealis (again in the left column)

What is the Aurora Borealis also known as?

Look at the pictures: What do you see—describe them.

What role do solar flares play in the making of an Aurora?

Alaska Internet Worksheet

Go to:

www.state.ak.us/local/facts.html

Click on:

Student Guide to Facts (find in left column)

Click on:

Chronological History of Alaska

How was the history of Native Alaskans preserved before contact with Europeans?

In 1742 what was hunted in the North Pacific? What did the hunters want from these animals?

What year, by whom, and where was the first settlement?

In 1861 what was discovered in Stikine River?

What year did the U.S. purchase Alaska? Who did the U.S. buy it from?

Click on:

Aurora Borealis (again in the left column)

What is the Aurora Borealis also known as?

Look at the pictures: What do you see—describe them.

What role do solar flares play in the making of an Aurora?

Alaska Internet Worksheet

Go to:

www.state.ak.us/local/facts.html

Click on:

Student Guide to Facts

Click on:

Geography (find in left column)

What is the tallest mountain in Alaska?

What is the longest river in Alaska?

What is the largest island in Alaska?

What is the largest glacier in Alaska? How many miles is it?

Alaska borders what salt water masses?

How big is the state of Alaska? How big is it compared to the other states?

Click on:

Aurora Borealis (again in the left column)

What is the Aurora Borealis also known as?

Look at the pictures: What do you see—describe them.

What role do solar flares play in the making of an Aurora?

Alaska Internet Worksheet

Go to:

www.state.ak.us/local/facts.html

Click on:

Student Guide to Facts

Click on:

Wildlife (find in the left column)

Name 3 different places in Alaska that host different animals—name 1 animal that live in each place. (Find answer in first paragraph)

How much does an adult male moose weigh, and how tall are they?

Alaska boasts the largest colony of what animal?

Alaska is the refuge for 400 species of what? Name some.

What is the largest carnivore in the world?

Click on:

Aurora Borealis (again in the left column)

What is the Aurora Borealis also known as?

Look at the pictures: What do you see—describe them.

What role do solar flares play in the making of an Aurora?

Alaska Internet Supplement

If you have time go back to first page of site or type in the following address:

www.state.ak.us/local/facts.html

Click on:

game board located at the lower right of screen

Explore the site

Day 6

Objectives: Students will be able to:

-recall facts about Jack London
-gain information about Jack London

Materials:

-Jack London Pre-quiz (see attachment)
-Web address and instruction sheet (Jack London 1, JL1)
-graphic organizer (GO)
-overhead projector
-GO transparency

Procedure:

Motivation:

-The students will report to the computer lab for class.
-The teacher will instruct the students to clear their tables of all material except a pencil.
-The teacher will give the students the pre-quiz.
-The students will have ten minutes to complete the pre-quiz.
-The class will then discuss the pre-quiz (5 min). (The teacher will not reveal all or most of the answers—the answers are things that students can search for on the website.)

Teaching:

-The teacher will tell the students the plan of the day. You (the students) will be working in groups searching for Jack London facts…graphic organizer, etc.
-The teacher will place students in groups of four and assign each member a job—timekeeper, web surfer, writer, and presenter.
-The groups will then select the computer they wish to work at.
-The teacher will give each group a graphic organizer.
-The teacher will then give each group the JL1 information sheet. There will be 6 groups and 3 types of web pages or sites.
-Students are reminded that they will use this information later in the week. (I'm not going to tell them how at this point.)
-Each group will then write information found on their web site in the correct column of the organizer (25min).
-Once the group gathering task is complete (or time has expired) presenters will stand and read to the class the information their group gathered (15 min).
    -Scribe writes important information on G.O. transparency.
    -Students will make any necessary changes to their notes.
    -Students will also write information as needed.

Guided Practice:

-Through both the pre-quiz activity and the Internet activity the teacher will, through individual, group, and class discussion, guide the students.
-Scribe will write JL information on GO.
-Presenters give information found on their web page.

Individual Practice:

-Students take pre-quiz.

-Students take notes on GO.

Closure:

-The teacher again thanks the students for working cooperatively and quietly in the computer lab.

-The teacher then sums up the information that was gathered from the web.

-The students are again reminded that it is very important that they take good notes as this information will be used later in the week.

-The teacher will then tell the students what they will be doing tomorrow.

-Again they are to come to the computer lab for class.

-Again they will search websites about Jack London.

-Closure should take 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-pre-quiz

-GO

-presentation of group information

-Teaching procedure:

-Did students meet the objectives—

-Were students able to recall facts about Jack London

-Did students gain information about Jack London

Pre-Quiz

True or False.
Put a + for the statements that you believe are true. Put an 0 for those statements you believe are false.

_____ 1. Jack London was born in San Francisco.

_____ 2. Jack London was a gold miner.

_____ 3. Jack London was born into a wealthy family.

_____ 4. Jack London's father was governor of Alaska.

_____ 5. Jack London raced his mushing team on the Iditarod Trail.

Fill in the blank

1. Jack London was born in _____ (year).

2. Jack London grew up in_____ (city and state).

3. Jack London was raised by his mother and _____.

4. Jack London wrote what famous book. _____

5. Jack London made $_____ from the sale of his first book.

Jack London 1
(1)

Type in the following website:

http://www.josts.net/tec3012/projects/nhaskett/jlondon.htm

Click on:

Jack London, Yukon gold miner

Click on:

The Call of the Wild

Jack London 1
(2)

Click on:

Jack London, his life and books

Jack London1
(3)

Click on:

Irving Stone Biography

Graphic Organizer

Life Facts	Influential People (who & why)	Adventures (where & when)	Works (Names of writings)

Day 7

Objectives: Students will be able to:

-synthesize factual information
-gain more information about Jack London

Materials:

-overhead projector
-transparency labeled Jack London Notes (JLN)
-transparency with web information and instructions
-blackboard
-chalk
-colored markers for transparency

Procedure:

Motivation:

-The students are to report to the computer lab for class.
-The students are to take out all their graphic organizers that they have collected notes on thus far for this unit, i.e. Jack London organizer, mushing outline, Iditarod questions, and Alaska web sheet, and any other notes they may have.
-Students are then to write in their journals.
-Students are to write only on the top half of the page their answer to the following question (10 min): (The question will also be written on the board.)

How do you believe all of this information fits together?

-Students are then to write (in the middle of the page—about halfway down) their personal opinion about this information (5 min).
-Students are to save 2-3 lines at the bottom of the page for another student's response.
-Students will then exchange journals, read their partner's journal entry, and respond in the space provided them (5 min). (Students will exchange journals with the student on their left.)
-Students will then return the journals and the class will come together.

Teaching:

-The teacher will tell the students the plan of the day: They will again be using the computers to find information on Jack London but they will have greater freedom while performing this task as I will not give them a web address.
-The students are to keep their JL graphic organizer and/or a notebook out for notes.
-The students will count off from 1-8 and form groups of 3.
-The groups will then choose their computer.
-While the groups are getting ready for this activity, i.e. students find their groups and computer; the teacher will put the web information transparency on the overhead.
-The teacher will briefly go over this information and directions emphasizing that the students are not allowed to go beyond the sites listed.

-The teacher will then go to every group and make sure that they understand and are following the directions.
-The teacher will give each group a different colored transparency pen with the instructions that each group is to write 3 new things on the transparency as they find them.
-The teacher will then put the JLN transparency on the overhead.
-The students are to then write 3 things that they found on any of the sites they visited and/or list a good or bad site and why.
-For this part of the task 20 minutes is allotted.
-The teacher will then call the class back together and students will read their answers from the transparency and explain why they chose those answer (10 min).

Guided Practice:

-Through both the journal writing and Internet activity the teacher, through individual, group, and class discussion and attention, will guide the students.
-Students write information on transparency.
-Students review information on transparency.

Individual Practice:

-Students write journal entry.
-Students write journal response.
-Students take notes from transparency.

Closure:

-The students are told that they did a good job on this activity.
-The teacher sums up any new Jack London information.
-Once again the teacher reminds the students that they will be using this information, and then proceeds to tell them how—and what they will be doing tomorrow.
-The teacher tells the students that they will be making game boards tomorrow and next week.
    -Using the information that they have collected they can make games, such as Jeopardy, Shoots and Ladders, Candyland, Monopoly, or any other game.
    -These games can be based on only one idea or topic or all of their notes on all topics.
    -The students must make questions, rules, game board, and anything else needed.
    -The games will be played by their classmates.
    -The games will be graded according to appearance, complexity, and playability.
-The teacher tells the students that she will supply colored paper, colored pens, and colored markers. Therefore students should bring in any other supplies they think they may need.
-The teacher then tells the students what group they will be in—there will be 6 groups of 4.
-The students are to write their group number and group members down.

-Total closure time 10 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-journal entry

-notes

-explanation of fact chosen for transparency

-Teaching procedure:

-Did students meet the objectives—

-Were students able to synthesis factual information.

-Did students gain more knowledge about Jack London.

Jack London Notes
(transparency)

Red Group

Orange Group

Blue Group

Purple Group

Black Group

Brown Group

Green Group

Dark Blue Group

Good Internet site
(why?)

Bad Internet site
(why?)

Internet Instructions

Type in:

www.Yahoo.com

Scroll down to and click on:

Arts>Humanities>Literature>Authors>Literary Fiction

London, Jack (1876-1916)

The page you have just opened has 9 links. You may surf through all of these links. However, you are advised that some of them are good and some are not.

Remember that this exercise is to help you gain more knowledge about Jack London so take notes.

Each group is required to write 3 things they found from any of the sites on the Jack London Notes transparency under the color that corresponds with their colored marker; the 3 things each group writes on the transparency must be new information.

Any group may, instead of writing 3 new things, write down a good or bad Internet site and why that site is good or bad in the space provided at the bottom of the Jack London Notes transparency.

Day 8

Objectives: Students will be able to:

-recall and utilize factual information

-manipulate and synthesize factual information

Materials:

-game words

-colored markers

-colored pens

-colored paper

-anything else that I can get

-chalk

-blackboard

-rubric

Procedure:

Motivation:

-The students are to immediately get into their designated groups (the groups that the teacher told them they would be in at the end of class yesterday).

-The teacher then will tell the students that they will be playing Taboo and will then explain the game to them. –They are to describe the word on their game piece to their teammates but they cannot use any of the words listed at the bottom to describe their word, etc.

-The teacher will tell the teams who their opposing team will be.

-Each team will be given 1 set of game words (in other words per 2 teams there will be 2 packets of game words).

-2 scorekeepers will be appointed to keep track of the points accumulated.

-Total explanation time 5 minutes.

-The students will play this game for 15 minutes.

Teaching:

-The teacher will call the class back together and explain that it is now time that they begin making their own games.

-The teams are told to separate and each team is to find a table or floor space where they wish to work.

-The teacher will give each team a rubric, explains it, tells students their games will be presented and graded next Friday.

-The teams are then instructed to discuss and plan the game they wish to make.

-After 15 minutes of team discussion time the teacher places all supplies out for students use.

-Students will have 20 more minutes to work on this project.

Guided Practice:

-Through both the Taboo game and the game-making activities the teacher, through individual and group discussion, will guide the students.

-Students guide their teammates toward correct answers.

Individual Practice:

-Students state other facts or adjectives to lead teammates toward correct answers.
-Students present ideas about game board to other teammates.

Closure:

-The teacher will summarize the students' activities.
-The teacher will ask if there are any questions about the game board activity.
-The teacher will tell the students that they may have time on Monday to work on the game board (not sure yet) but that they will have almost the whole period on Tuesday to work on it.
-The teacher will tell the students that they will be doing vocabulary for the first chapter of The Call of the Wild on Monday and that next week they will read the first chapter.
-Closure time is 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -game answers
    -game planning
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to recall and utilize factual information?
        -Were students able to manipulate and synthesize factual information?

Game Board
Rubric

Total possible points—30
Scale:

5 4 3 2 1

Appearance:
Pleasing to the eye----------Plain and unimaginative. _____
Colorful and Bright Lacking in color and Dull

Complexity:
Detailed and Clear----------Little Detail and Unclear. _____
Game: Intricate but Logical Too Simple and little
Logic needed to play

Playability:
Clear Rules----------Confusing Rules. _____
All Parts of Game Some Parts of
Easy to Understand Game Confusing

Presentation:
Descriptive and----------Little Detail and _____
Understandable. Confusing.

Audible: The Class can----------The Class cannot hear _____
Hear the Presenters the Presenters
Easily

Presenters:
All Members of----------Only 1 Member of the _____
The Team Participated Team gave the
In the Presentation Presentation

Teacher Comments: Team Total: _____

Taboo Words

Jack London (can't say)	**Susan Butcher**	**Husky**	**Iditarod**
wrote	Iditarod	dog	race
books	sled team	sled dog	trail
gold miner	musher	animal	money

I'll do more as I think of them.

Day 9

Objectives: Students will be able to:

-project what the title The Call of the Wild is about.
-recognize and understand vocabulary.

Materials:

-overhead projector
-transparency with vocabulary
-the chapter1 contextual sentence worksheet
-3 x 5 cards
-Blackboard
-chalk

Procedure:

Motivation:

-The teacher will have The Call of the Wild written on the board.
-The teacher will have the students take out their journal and write what they believe this title means—(on the top half of their paper only) (5 min).
-The students will also be told that the teacher will collect the journals today so that she can read this particular entry. The students need not worry about spelling or grammar. They will not be graded but participation points will be given.
-The students will then exchange with their journal partner (the person they had exchanged with before).
-The journal partner will then read the entry and respond to it on the lower half of the journal page (5 min).
-These entries and ideas will be discussed (5 min)
-Note: the teacher will tell them that on Wednesday they will begin reading the book

Teaching:

-The teacher will put the vocabulary transparency on the overhead.
-The students are to write the 5 vocabulary words in their vocabulary notebooks, leaving space to write their meanings.
-While the students are performing this task the teacher will hand out the chapter one contextual sentence worksheet.
-The students are to write as many meanings for the various vocabulary words as they can within 5 minutes. Students will use context clues within the sentences to accomplish this task.
-Then the students will pair-up with the person in front of them.
-The pairs will discuss vocabulary meanings and again write down as many as they can in 5 minutes.
-The class will then come back together and discuss word meanings (10 min).
    -Scribe will write word meaning on the overhead.
    -Students will put meanings in their vocabulary notebook.
-The pair with the most correct will be given a sticker (the team Denali stickers)—the teacher will ask and assess who has the most correct before whole

class discussion. (A sticker, once enough have been accumulated, can be used to buy special privileges.)

-The students will then put their vocabulary notebooks away.

-The teacher will then hand out the 3 x 5 cards.

-The teacher will instruct the students to write 3 of their new vocabulary words on it and at least 2 of the 3 vocabulary words' meanings. These will not be graded but are worth 5 points; the points given will be based on whether the student made a clear effort to complete this assignment.

-Students will have five minutes to complete the 3 x 5 exercise.

-The cards will then be collected without discussion and the teacher will tell the students that they will have a quiz on these words on Thursday (students are to write this in their planners).

-The students will then be told to get into their game teams and work on their games (15 min).

Guided Practice:

-Through the journaling, vocabulary, and game making exercises the teacher, through individual, partner, group, and class discussion, will guide the students.

-Scribe writes correct meaning to words on transparency.

-Class discusses meaning of title.

Individual Practice:

-Students write meanings to vocabulary.

-Students write and respond to meanings of title.

-Students put vocabulary on 3 x 5 card.

Closure:

-The teacher will call the class back together.

-The teacher will sum up vocabulary and title meaning.

-The teacher will remind the students that they will be having a vocabulary quiz on Thursday. (They should have it written in their planner.)

-The teacher then states tomorrow's plan.

-They will be doing vocabulary at the beginning of the day.

-Then they will be working on their games for the rest of class.

-Total closure time—5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-discussion

-journal entry

-3 x 5 memory exercise

-(Students will be given participation points for the journal entry and 5 points for the 3 x 5 memory exercise.)

-Teaching procedure:

-Did students meet the objectives—

-Were the students able to project the meaning of title?

-Did students recognize and understand vocabulary?

Chapter 1 vocabulary
(transparency)

primitive

futilely

soliloquized

dominion

assailed

Chapter 1 Contextual Sentences

The interior of Alaska like Australia is primitive and few people inhabit these areas.

The teacher shouted futilely, "please be quiet," but the students continued to make noise.

The man soliloquized his worries but nobody heard him or paid attention to his words.

It is through the dominion of the legislative branch of government that our laws are created.

The drunken man assailed the unsuspecting bystander breaking her nose.

Day 10

Objectives: Students will be able to:

-recognize vocabulary and meanings
-synthesize factual information into a game

Materials:

-construction paper cut into strips
-colored markers
-colored pens
-colored paper
-glue
-anything else that I can get

Procedure:

Motivation:

-Upon entering the classroom students will find five strips of construction paper and a colored marker.
-Students are told that they will be working with their table partners.
-The partners are to write on one side of each of the strips vocabulary terms (1 per strip) and on the other side of the strip the meanings (5 min).
-The partners are then to quiz one another about both spelling and meaning (5 min).
-Then the partners together are to compose a sentence for each vocabulary word; in other words per 2 students 5 sentences should be composed and written (5 min).
-The students will then present their sentences to the couple in front of them (5 min).

Teaching:

-The students are to then put the vocabulary strips and sentences away.
-The class is instructed to get into their game board teams.
-The class is then cautioned that this is the last day that class time will be used to work on these games. If the students need more time to work on this project they will have to use their own time.
-The teams are also reminded that Friday they will be presenting their games to the class. In fact, I also tell them that we will do this first thing on Friday.
-The class will have 35 minutes to work on this project.
-During this time the teacher will hand back journals and 3 x 5 memory response cards.

Guided Practice:

-Through both the vocabulary and the game board activity the teacher, through individual, pair, and group attention and discussion, will guide the students.
-Students are assisted when needed.

Individual Practice:

-Students write vocabulary and meanings on strips.
-Students quiz their partner.

-Students answer partners quiz question.

Closure:

-The teacher calls the class back together.
-The teacher sums up their activities for the day.
-The teacher will tell the students that they will have the vocabulary test on Thursday.
-The teacher reminds the students that on Friday they will present their games and then play their games. Be prepared!
-The teacher then tells the students that tomorrow we will begin reading The Call of the Wild. Therefore:
    -the 1st period students are to immediately upon entering the classroom move all of the tables to the wall and place their chairs in the middle of the classroom in a circle.
    -the students are then to sit and await further instruction
-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -partner and group discussion
    -presentation of partner sentences to other couple
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to recognize vocabulary and meanings?
        -Did students synthesize factual information into a game?

Day 11

Objectives: Students will be able to:

-analyze and make observations about pictures
-understand Chapter 1 of The Call of the Wild

Materials:

-books—The Call of the Wild

Procedure:

Motivation:

-The students will seat themselves in a circle at the center of the room.
-The teacher will give each student a book.
-The teacher and students will then discuss the books cover—the menacing dog—and its meaning (5 min).
-The teacher will then instruct the students to look through the pictures in the book. The teacher and students will discuss these as well (10 min).

Teaching:

-The class will then begin reading the book aloud.
-The students will read one or two (their choice) paragraph(s) and then call on someone else to read—popcorning the reading task (20 min).
-The students and the teacher will discuss the reading throughout this exercise.
-However, the teacher at the end will ask the students questions and discuss the chapter so that everyone will understand what is going on (10 min).

Questions:

Where is Buck at the beginning of the story? Describe or characterize him.
What happened to Buck while the Judge was at a meeting?
What happened to Buck after that?
Is Buck a flat or round character?

-The teacher will then have the students get their journals and write a short summary of the events so far (10 min).

-The students are told that they will add to this entry tomorrow.
-The students are told to find a place to write that feels comfortable to them.

Guided Practice:

-Through both the pre-reading and the reading activity the teacher, through individual and class discussion and attention, will guide the students.
-The teacher will conduct a Q/A session after the reading.

Individual Practice:

-The students independently at first form their own meaning about the cover.
-The students independently answer or suggest ideas to answer teacher questions.

Closure:

-The teacher then thanks the students for reading as well as for sharing the reading activity.
-The teacher then briefly sums up the reading.

-The teacher then tells the students tomorrow's plan.
    -Tomorrow they will make poems using their vocabulary words.
    -Then they will take the quiz.
    -We will finish chapter 1
    -And they will make a journal entry.
-Students are also told not to read ahead.
-Students are asked to bring their pillow or cover to sit on.
-Closure time:5 minutes.

Evaluation:
-Student understanding will be assessed through:
    -observation
    -discussion
    -Q/A session
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to analyze and make observations about the pictures.
        -Did students understand Chapter 1

Day 12

Objectives: Students will be able to:

-synthesize vocabulary into a poem
-demonstrate competency of vocabulary
-understand text information

Materials:

-containers of laminated words for poem
-vocabulary quiz
-blackboard
-chalk

Procedure:

Motivation:

-Students, upon entering the classroom, will find a container of laminated words on their desks.
-On the blackboard the teacher will have written in large letters "Do not touch the Containers." This is to ensure that words do not get dispersed all over the place and lost before the students have a chance to make a poem out of them. (Maybe I'll just write "Don't Touch" to see what they'll do.)
-The teacher will then tell the students that they are to clear their desks.
-The teacher will then tell the students that in the container are many words including their vocabulary. The poems they make today will come from these words. They are now to open their container and begin composing their own poem. *Remember that your poem should be different from your neighbors and that that is ok.
-The students will have ten minutes to perform this task.
-Then the students will be instructed to explain their poem to their table partner (5 min).
-The students will then clean up their words and place them back into the containers. (Those students wishing to copy their poems into their notebooks will be given time to do so.)

Teaching:

-The teacher will give each student the vocabulary quiz.
-Those students needing to go to the resource room will be excused.
-The students will have 20 minutes to take the quiz.
-As the students finish they are to turn their quizzes into the teacher.
-After time has expired (the 20 minutes) the teacher will ask for the remaining quizzes.
-The class will then be instructed to get their books and pillows or covers and find space in the front of the room (where there is space) and sit.
-The class will then read the remaining pages (10-15 min). The teacher will call on students to read by telling them before the reading activity begins. Like, Jamie you'll read first, then James you'll read second and so on.

-After the reading activity is completed the students will then use the remaining time to finish their journal entry about chapter1 (5-10 min).

Closure:

-The teacher will summarize the material covered that day, paying particular attention to the final pages of chapter 1 as there will not be a Q/A session that day.
-The teacher will then remind the students that tomorrow is an Act 80 day so the class will only be 40 minutes.
-The teacher will also remind the students that tomorrow they will present their games to the class.
-Following the presentations the students will exchange games and play.
-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -explanation of poetry
    -vocabulary quiz
    -(Vocabulary quizzes will be graded and given back Monday.)
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to synthesize vocabulary into a poem?
        -Were students able to demonstrate competency of vocabulary?
        -Were students able to understand text information?

Chapter One Vocabulary Quiz

Matching:

_____ primitive	A. old, ancient, or uncivilized
_____ futilely	B. to talk to oneself
_____ soliloquized	C. to attack violently
_____ dominion	D. power
_____ assailed	E. ineffectively

Fill in the blank: In the blank space fill in the vocabulary word that best completes the sentence.

1. The wilderness of the interior of Alaska is _____ and uncivilized.

2. The voting _____ of the people allows the United States to select a new President every 4 years.

3. The band _____ attempted to get the audiences attention by banging harshly on the drums.

4. The bear _____ the man in the hunting outfit.

5. The woman quietly _____ at her work the reason she did not like the boss's party last evening.

Extra Credit: 1 point
Compose your own sentence. Write a complete sentence using one of the vocabulary words at the top. (This can be a sentence you remember from the book.)

Words for poems

primitive	futilely	soliloquized	dominion	assailed	blow
peacefully	wilderness	people	man	girl	boy
woman	pink	blue	black	red	violet
big	small	short	tall	plain	fancy
quiet	loudly	power	old	young	fierce
nice	great	a	and	was	was
is	is	a	the	and	the
ed	ed	d	es	es	s
s	d	moist	dirt	air	green
ocean	land	sky	yellow	purple	tree
river	mountain	morning	noon	night	evening
dark	cold	cool	hot	sweltering	heat
violence	peace	calm	teach	learn	help
less	ed	s	s	es	es	ed	was	were	were
attacked	bruised	burned	blistered	fell	pierced
ing	ing	ing	paper	pen	place	picture	aggravated	hate
love	led	lead	smile	fast	slow	remove	point	kill
kiss	caress	touch	see	hear	cracked	pinch	bleed
believe	smell	fed	feed	mush	mash	carry	scare	surprise
innocent	environment	government	bruise	slap	tickle	grin	hair
furry	strange	soft	fuzzy	am	are	are	am	I	I
you	you	he	he	she	she	girl	boy	it	it	it

Day 13

Objectives: Students will be able to:

-demonstrate cooperation through group presentation

-knowledge of factual information—of Alaska, the Iditarod, dogs and mushing, and Jack London

Materials:

-no materials necessary

Procedure:

Motivation.

-The teacher will have the students get into their game board teams.

-The teacher will then ask for volunteers to present their games to the class.

-Each team will be given 2 minutes for their presentation (12-15 minutes: total time).

-Each team is to hand their rubric to the teacher before beginning their presentation.

-The teacher will grade the presentation portion on the rubric at that time.

Teaching:

-The students are then congratulated on the great presentations and games.

-The teams will then move to the game the teacher instructs them to play and leave their game behind for another team to play.

-Total task time: 20 minutes

-During this time the teacher will grade the rest of the rubric and it hand back to the teams.

Guided Practice:

-Through both the team presentation and the game playing activity the teacher, through individual and team discussion and attention, will guide the students.

-Teacher comments will be written on the rubric.

Individual Practice:

-Each student will present a part of their team's game.

-Students will answer game questions individually.

Closure:

-The teacher will again tell the students what an incredible job they did presenting their games to the class.

-The teacher will tell the students that she enjoyed all their creativity.

-The teacher will tell the students to keep their games nice because we will use and play them again—she will let them know.

-The teacher will then tell the students what they will do Monday.

-The students will again be doing vocabulary.

-They then will read part of chapter 2.

-This time though we will have students read for characters, Perrault and Francois, and we will have narrators. These readers will be assigned on a volunteer basis and encouraged to read ahead and be ready.

-Total closure time: the remainder of class.

Evaluation:

-Student understanding will be assessed through:

-observation

-team presentation

-rubric

-playing game

-Teaching procedure:

-Did students meet the objectives—

-Did students demonstrate cooperation through group presentation?

-Did students demonstrate knowledge of factual information?

Day 14

Objective: Students will be able to:

-understand and use new vocabulary terms
-understand chapter 2

Materials:

-vocabulary puzzle
-overhead projector
-transparency of vocabulary terms
-chalk
-blackboard

Procedure:

Motivation:

-(Today I will have completely moved the desks around; they will be in a U shape. I'm not going to have assigned seating. I'll simply write on the blackboard "Pick a seat." Also written on the board will be the following instructions: "Get a vocabulary puzzle and solve.")
-On one of the tables the vocabulary puzzle will be placed along with a sign that says take one.
-The students, therefore, are to come in pick a seat, get a puzzle, and begin working (10 min).
-After 10 minutes the class will be called together to discuss the meaning of the vocabulary words. The students will use the puzzle as a tool to assist them with word meaning. The teacher will guide them (5 min).
    -The vocab. transparency will be placed on the overhead.
    -Scribe will write word meanings on transparency.
    -Students will be called upon to give word meanings
    -Students will write word meanings in their notebooks.
-At this point the teacher will explain what the students will be doing this week with the vocabulary (5 min).
    -The students are to form groups of two or three people.
    -Each group will then be given a vocabulary word.
    -The group will do a presentation on that word—they are to teach it to the class, do a skit, or make up a game, etc.
    -Each group will have 3 minutes to present their word.
    -The first five will go on Wednesday (chapter 2 words) and the last five will go on Thursday (chapter 3 words), both at the beginning of class.
    -They are also told that they will receive a grading rubric tomorrow.
    -They are also told that Friday they will be given the vocabulary test.

Teaching:

-The teacher now instructs the students to get out their books.
-The students who volunteered to be characters and narrators (assigned by pages) are told that they may stand in the middle and act their parts if they wish but are not required to do so. (The desk are in a U shape so that we all can hear and see.)

-Chapter 2 is read (35 min).
-This chapter will be discussed tomorrow.

Guided Practice:

-Through both the vocabulary exercise and the reading activity the teacher, through individual and class discussion and attention, will guide the readers.
-Scribe will write vocab. meanings on transparency.
-Students will be guided toward meanings.

Individual Practice:

-Students work on vocab. puzzle to gain meanings of words.
-Students write meanings in vocab. notebook.

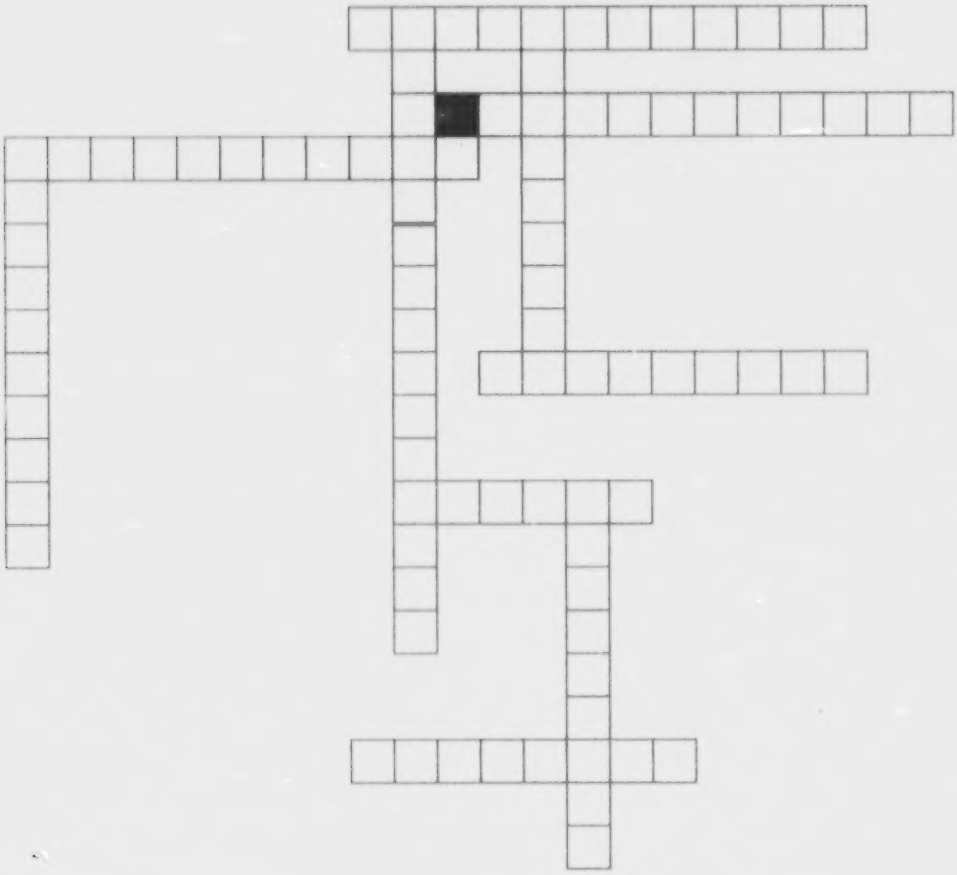
Closure:

-For homework: The teacher tells them to make a journal entry for today's reading (and if we didn't finish the chapter they are to finish that as well).
-Students should write this in their planner.
-The teacher sums up today's activities.
-Reminds students to remember their vocab. groups (again the teacher will give a rubric to each group).
-Reminds students that Friday is their vocab. test.
-The teacher tells the students tomorrow's plan:
    -The students will work on their vocab. presentation at the beginning of class.
    -While they are doing that I will check their journal entries—they are to have them open so that as I walk around I can see them.
    -Discuss journal entry and chapters one and two; characterize the man in the red sweater, Perrault, and Francois; discuss Buck and how he has changed and why (survival).
-Closure time: 5 min.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -discussion of vocab terms
-Teaching procedure:
    Did students meet the objectives—
        -Were students able to understand and use new vocabulary words?
        -Were students able to understand chapter two?

Chapter 2 and 3 Vocabulary Puzzle



Directions: The words needed to fill in the spaces can be found in The Call of the Wild; the sentences are taken directly from the book. The page numbers are provided for your convenience. So, you are to look up the page, locate the sentence, and copy the correct word into the spaces provided at the top (the puzzle). You also need to assign each of these words a meaning based on the contextual clues in each sentence and the synonyms provided at the end.

"But no matter how Spitz circled, Joe whirled around on his heels to face him, mane bristling, ears laid back, lips writhing and snarling, jaws clipping together as fast as he could snap, and eyes ____1____ gleaming—the incarnation of ____3____ fear" (27-28).

"With the covert mutiny of Buck, a general ___2____ sprang up and increased" (48).

"Francois was stern, demanding instant ___4___ ; and by virtue of his whip receiving instant obedience,..." (26).

"..._____5_____. The camp was suddenly discovered to be alive with the skulking furry forms—starving huskies, four or five score of them, who had scented the camp from some Indian village" (41).

"The ___10___ _____6____ beast was strong in Buck, and under the fierce conditions of trail life it grew and grew" (39).

"As Francois's whip backed him up, Buck found it to be cheaper to mend his ways than to ___7___" (33).

"But it was then that the unexpected happened the thing which projected their struggle for ___8___ far into the future, past many a weary mile of trail and toil" (40).

"Dave ignored them; while Spitz proceeded to ___9___ first one and then the other" (27).

Synonyms:

1—devilishly

2—defiance

3—quarrelsome

4—submission

5—chaos

6—ancient

7--get revenge

8—superiority

9—beat

10--forceful

Chapters 2 and 3 vocabulary

obedience

thrash

diabolically

belligerent

retaliate

dominant

primordial

supremacy

pandemonium

insubordination

Day 15

Objectives: Students will be able to:

-understand function of vocabulary word
-understand characters and action in the novel

Materials:

-Rubric for vocabulary presentation
-overhead projector
-Transparency of characters and ideas--Notes on Chapters One and Two

Procedure:

Motivation:

-Students are to place their journals on their desks so that when I come around I can see that they have done their homework; they will be given homework points.
-They are then to get into their vocabulary word groups and work on their presentations (18 min).
-The teacher will then call their attention to the rubric she will be handing out and explain it to them (2 min).

Teaching:

-The students are then to go back to their desks.
-The Notes transparency will then be placed on the overhead.
-Students are to copy the terms and characters onto their notebooks, leaving space for answers and definitions (3 min).
-Students are then to try to fill in answers and explanations (7 min).
-Students will then be told to turn to their table partners and discuss their answers (10 min).
-The class will then be called back together for discussion of these answers (15 min).
    -Scribe will write information on Notes transparency.
    -Students will take notes and make changes as needed.

Guided Practice:

-Through both the vocabulary exercise and the Notes activity the teacher, through individual, partner, and class discussion and attention, will guide the students.
-Scribe writes answers on the transparency.

Individual Practice:

-Students write notes from overhead transparency.
-Students write answers to overhead transparency.

Closure:

-The teacher will summarize the information learned today.
-The teacher will then tell the students what they will be doing tomorrow.
    -We will have the first five words presented, chapter 2 words.
    -I will read chapter 3 to them.
    -They should again bring their pillows or covers
-Total closure: 5 min.

Evaluation:

-Student understanding will be assessed through:

-observation

-discussion

-journal entry

-(Students will be given a homework grade of 10 points for their journal.)

-Teaching procdure:

-Did students meet the objectives—

-Were students able to understand the function of their vocabulary word?

-Were students able to understand the characters and action in the novel?

Rubric for Vocabulary Presentation

Total Possible Points: 10

Creativity:

The presentation should show students ability to use their vocabulary word in an imaginative way.

Points 5:

Group points _____

Understanding of vocabulary term:

Students presentation must show a clear understanding of their vocabulary word.

Points 5:

Group points _____

Total points given: _____

Teacher comments:

Notes on Chapters One and Two

Characterize:

The man in red sweater:

Why is the sweater red?

Francois:

Perrault:

Lessons Buck Learns: (define)

Law of Club

Law of Fang

How do these lessons affect Buck?

How do they help Buck survive?

Buck:

Characterize Buck:
at the beginning of chapter one: (What was Buck like on Judge Miller's place?)

at the end of chapter one:

at the end of chapter two:

Retrogression:

The word retrogression can be found on page 37. You are to get a dictionary and look this term up and write down its meaning. After that, you are to explain its use in the novel and what it means about Buck.

Day 16

Objectives: Students will be able to:

-demonstrate their understanding of their vocabulary term

-appreciate the conflict that occurs in chapter 3

Materials:

-no materials needed

Procedure:

Motivation:

-Students are to immediately, upon entering the classroom, go to their seats so that we can start right away.

-The order in which the groups present will be dependant upon a voluntary system, and then the teacher will call the order after that.

-The five groups present the five vocab. terms (20 min).

-Each group will give the teacher their scoring rubric before their presentation.

-The teacher will grade each group based on the rubric and presentation; however, the teacher will need time to make comments before handing back. (This would be a great project to videotape: I could use it to make comments on their rubrics, as well as, to have at exhibition day.)

Teaching:

-The teacher will now instruct the students to get their books, pillows and covers, and then, go and sit on the floor.

-The teacher will read chapter 3 to the students (35 min).

-During this time the teacher will also ask questions to assess student understanding: such as, why does Spitz and Buck ultimately fight?

-Explanations and discussions will occur as needed.

Guided Practice:

-Through both the vocabulary presentations and the reading activity the teacher, through group and class attention, will guide the students.

-The teacher will ask questions to help students understand the novel.

Individual Practice:

-Students may ask questions during reading.

-No other individual practice is needed for this lesson.

Closure:

-Teacher sums up the activities for the day:

-Thanks the kids for doing a great job on their presentations.

-States main facts of chapter 3.

-Teacher tells the students what they will be doing tomorrow:

-We will have the last five vocab. terms presented.

-There will be notes on chapter 3.

-There will also be a Q/A worksheet on all the chapters read so far.

-This worksheet will have one or two essay questions on it.

-I will collect it for a homework grade.

-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-presentation

-discussion

-(Students' presentations will be graded according to rubric.)

-Teaching procedure:

Did students meet the objectives—

-Were students able to demonstrate understanding of their vocab. term.

-Were students able to appreciate the conflict that occurred in chapter 3.

Day 17

Objectives: Students will be able to:

-understand elements of chapter 3

-understand conflict as a tool for survival

Materials:

-overhead projector

-transparency—Notes for chapter 3

-Q/A worksheet

-Rubric for Call of the Wild Project and Presentation

-Project Idea Sheet

Procedure:

Motivation:

-Students are to go to their seats immediately upon entering the classroom, so that we can begin right away.

-The order in which the groups present will be dependant upon a voluntary system, and then the teacher will call the order after that.

-The five groups present the five vocab. terms (20 min).

-Each group will give the teacher their scoring rubric before their presentation.

-The teacher will grade each group based on the rubric and presentation; however, the teacher will need time to make comments before handing back rubrics. (This would be a great project to videotape: I could use it to make comments on their rubrics, as well as, to have at exhibition day.)

-The teacher will thank the students for doing a great job.

Teaching:

-The class's attention will be given to the teacher for assignment information purposes (5 min).

-The teacher will give the students a Rubric for The Call of the Wild Project and Presentation.

-The presentation for this project will be 2-3 minutes.

-The teacher will explain this project.

-The teacher will also give students a Project Idea Sheet

-The overhead projector will be set-up, at this point, with the Notes for Chapter 3 transparency on it (10 min).

-Students are to simply write the notes in their notebooks.

-Teacher will answer any questions that arise.

-Students will then be given a Q/A worksheet; 20 minutes will be given to allow students to complete this worksheet.

-Students are to work individually on this worksheet.

-Students can and should use their notes.

Guided Practice:

-Through the presentation, notes, and Q/A activities the teacher, through individual and group attention, will guide the students.

-Students take notes.

Individual Practice:

-Students take notes.

-Students work on the Q/A worksheet.

Closure:

-The teacher collects the Q/A while she talks.

-The teacher will again thank the students for a great job of presenting their words.

-Students are told that they will be given their graded rubrics tomorrow.

-Students are then told what tomorrow's plan is:

-They will play games for the first twenty minutes of class.

-They are to bring their games in tomorrow.

-When they come in they are to immediately form teams and begin playing.

-Then they will take the vocabulary test.

-Once they have finished their vocabulary test they are to begin on their projects.

-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-discussion (if needed)

-Q/A worksheet

-presentations

-(Students will earn a homework grade for the worksheet and the presentations will be graded according to the rubric.)

-Teaching procedure:

-Did students meet the objectives—

-Were students able to understand the elements of chapter 3?

-Were students able to understand conflict as a tool for survival?

Notes on Chapter 3

Rivalry:

Buck vs. Spitz caused—

tension and conflict throughout the team
disintegration of team unity and discipline
diminish leader's power
team unable to function as a unit and therefore unable to accomplish goal:
mushing as fast and far as they can

Conflict:

Buck vs. Spitz

Spitz loses:

respect of other dogs
leadership role
ability to inflict punishment and thus keep order
and finally his life

Buck wins:

respect of other dogs
leadership role
ability to discipline and keep order
and fight with Spitz—Buck kills Spitz

Conflict Resolution:

Necessary for survival because—

two leaders divides the team into conflicting groups
the groups fight each other
fighting between the members weakens the group
a weak group can be conquered easily

also a conflicting group will not perform tasks well
conflict will cause disunity
the team will not be able to mush as far or as fast

Q/A Worksheet

1. In the beginning of the novel Buck has dominion over everything on _____.
2. The _____ means that a dog is not to go against a man with a club because the dog can't win.
3. Buck learned this ideal from the _____.
4. Buck was bought from the man in the red sweater by _____ and _____.
5. No fair fighting and don't go down in a fight, refers to what? _____

Choose one and write:

YOU ARE TO CHOOSE ONE OF THE FOLLOWING QUESTIONS AND WRITE AN ESSAY STYLE ANSWER (TWO OR THREE SENTENCE ANSWERS ARE NOT ACCEPTABLE). YOU WILL COMPLETE FOR HOMEWORK.

1. What experiences does Buck have that enables him to survive mushing in Alaska?
2. How does Spitz's death allow Buck and the other dogs to survive?

Rubric for The Call of the Wild Project and Presentation

Total Possible Points: 50

Criteria	Quality		
	Outstanding (7-10)	**Proficient** (3-6)	**Novice** (1-2)
Projects and Essays: Projects will demonstrate a clear understanding of your subject, i.e. a drawing representing the people important in Buck's life will have a visual display of several persons.			
Essays must have a clear focus with introductory, supporting , and ending paragraphs. (3-5 pages)			
Both projects and essays must have a one page summary. The summary will have: project idea, statement of why you chose this idea, and summary of the main points. (Turn into the teacher.)			
Presentation: The presentation should be well organized—should have an introduction, segment on the main ideas, and a logical conclusion.			
The presentation must be Audible. Class members should be able to hear presenter.			
Remembered to bring and give rubric to me before your presentation.			
Comments:			

Project Ideas Sheet

Essay—see me for ideas or to talk about your own idea.

Collage

Play

Speech—write your own speech and give it

Music—write your own song and perform it

Poem or poems

Drawing

Magazine article

Timeline of events—either from the novel or from one of the research ideas, like the Iditarod.

Newspaper article

Obituary article

Wanted Lost Dog Poster

Poster about the goldrush

A food that goldminers or mushers eat

Painting of any element in the novel

Day 18

Objective: Students will be able to:

-recall vocabulary

-begin organizing their thoughts about their projects

Materials:

-vocabulary test

-colored paper, markers, pencils

-glue

-any other material that I can get

Procedure:

Motivation:

-Students are to immediately get into their teams and begin playing games—not their own.

-The teacher will give students the option of studying for their vocabulary.

-Total time: 20 minutes.

Teaching:

-The teacher will call the class together: students will return to their seats.

-The teacher will then tell the class that after they have completed their quizzes they are to quietly work on their projects. In other words, if someone needs the rest of the class period to work on their vocabulary test, they may have it (35 min).

-The vocabulary quiz is handed out.

-While the students are taking this test the teacher will hand back the vocab. presentation rubrics, and the Q/A worksheet (if I have it graded).

-If students have any questions about their projects the teacher will be available to answer them.

-The teacher may also use this time to conference with students.

Guided Practice:

-Through the game playing activity, the test taking exercise, and the project planning activity the teacher, through individual, group, and class attention, will guide the students.

-Individual conferences may be conducted.

Individual Practice:

-Students take vocab. test.

-Students work on projects.

Closure:

-Students are thanked for working quietly.

-Teacher assesses today's activities.

-The teacher then tells them what they will do on Monday.

-We will begin new vocabulary on Monday—you are to get a worksheet and get into your groups and begin. Group assignments will be on the board.

-You will work on your projects.

-Tentative presentation dates 21-23.

-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-vocabulary test

-conferences

-Teaching procedure:

-Did students meet the objectives—

-Were students able to recall vocabulary terms?

-Were students able to begin organizing their thoughts about their projects?

Chapter 2 & 3 Vocabulary Quiz

Matching:

_____ dominant	a. chaos, commotion
_____ retaliate	b. old, ancient
_____ pandemonium	c. superiority, power
_____ thrash	d. beat, hit violently
_____ primordial	e. revolt, get revenge
	f. forceful, strong

Essay:

Use 5 of the following vocabulary words in a paragraph(s). Do not simply write sentences. Your paragraph(s) should make sense and flow. A 1 point bonus is available to anybody who can use 6 or more of the vocabulary terms in their paragraph(s).

Vocabulary: obedience, thrash, diabolically, belligerent, retaliate, dominant, primordial, supremacy, pandemonium, insubordination

Day 19

Objectives: Students will be able to:

-increase their vocabulary
-synthesize their knowledge of the novel into a project

Materials:

-Blackboard
-chalk
-Opin vocab. worksheet
-colored paper, markers, pencils
-and anything else I can get
-vocabulary transparency
-overhead projector

Procedure:

Motivation:

-The teacher has the groups written on the board—groups of three.
-Upon entering the classroom the students are to pick up an Opin worksheet, find their group, and begin working on their sentences. The worksheet is designed so that each group only has three sentences.
-Total time given for solving sentences: 10 minutes.
-Each group will then present their sentences to the rest of the class (5 min).
-The vocab. transparency will then be put on the overhead.
-Students and teacher will determine the meaning of each word (5 min).
    -Teacher or scribe will write meanings on transparency.
-The students will write the vocab. and meaning in their vocab. notebooks.

Teaching:

-Once students have completed copying the above information they are to work on their projects (35 min).
-The teacher will give students their vocab. quizzes at this time.
-The teacher will conference with students as needed.

Guided Practice:

-Through both the vocab. worksheet exercise and the project activity the teacher, through individual, group, and class discussion and attention, will guide the students.
-Scribe writes meanings on transparency.

Individual Practice:

-Students take notes from transparency.
-Students work on projects individually.

Closure:

-The class is called back together.
-The teacher tells the students that they will have some time on Wednesday to work on their projects but that that is it. I have no more time to spare for the project and they will be typing their papers up next week—so be prepared.

-The teacher summarizes today's lesson.
-The teacher tells the students what they will be doing tomorrow:
-Tomorrow you are to come in and immediately take out a piece of notebook paper and answer the question on the board.
-We will then read chapter 4.
-I will assign character parts tomorrow before reading—Perrault and Francois.
-And students will complete a worksheet
-Total closure time. 5 minutes

Evaluation:
-Student understanding will be assessed through:
-observation
-participation in group vocab. exercise
-presentation of group vocab. sentences
-participation in discussion
-Teaching procedure:
-Did students meet the objectives—
-Were students able to increase their vocabulary.
-Are students synthesizing their knowledge of the novel into a project.

Opin Worksheet for Chapters 4 & 5 vocabulary

Individually you are to complete the sentences assigned to your group. Once you have completed your sentences you are to convince the other members of your group that your word choice is correct. If there is no agreement, then each member of the group can appeal to the class during discussion. Once each group has presented their sentences and word choices to the class, we will determine word meanings. The words and their meanings will be written in your vocabulary notebooks.

Vocabulary: obdurate, triumphantly, deluged, monotonous, resiliency, traces, callowness, superfluous, mongrel, slovenly

1. The _____ that harnessed the mule to the wagon broke.
2. They ran _____ into the locker room after they won the game
3. The youth showed his _____ when he decided not to do his homework and played Nintendo 64 instead.
4. The pup was a _____, its father was a husky and its mother was a collie.
5. The ten pages that Jamie wrote for her project was _____ since the teacher only asked for five.
6. The train ride from Harrisburg to Philadelphia was _____; it was just one mountain after another.
7. The _____ of the quarterback led to his ability to come back from injury and lead the team to a victory tonight.
8. The actor was not dressed in a nice suit but was dressed rather _____ in sweats.
9. The lifestyle of a cat looks very _____ because all they do is eat and sleep.
10. The girl was _____ with offers to take her to the dance on Friday night.
11. The twelve hours the woman slept was _____ since she really only needs eight hours of sleep.
12. The _____ teacher insisted on giving homework anyway, even after students informed her that they were having a big test in social studies tomorrow.
13. The _____ of the two year old showed when he threw a fit over not getting his way.
14. I have been _____ by all this homework I am doing and have not had time to play ball.
15. The _____ broke right after we started on our way home, and so the dogs went one way and the sleigh the other.
16. The mule is a _____. It is a mixture between a horse and a donkey.
17. The girl's room was _____ kept, there was trash and clothes everywhere.
18. The _____ man would not move his car so that the woman could pass him.

19. The class had a _____ supply of soda but not enough cups to put it in.
20. Dracula leads a dull and _____ life; all he does is sleep and drink blood.
21. The dogs trotted _____ back to their homes after winning the Iditarod.
22. The _____ of the sun to bring warmth every summer makes life splendid.
23. While we were sledding across the wilderness the _____ broke and needed mending.
24. The _____ of the paper led to the whole messy paper business.

Vocabulary for chapters 4 & 5

obdurate

triumphantly

deluged

monotonous

resiliency

traces

callowness

superfluous

mongrel

slovenly

Day 20

Objectives: Students should be able to:

-use their knowledge of the novel to predict what will happen next.
-use their knowledge and reading to complete the worksheet.

Materials:

-chalk
-blackboard
-chapter 4 worksheet

Procedure:

Motivation.

-Upon entering the classroom students are to take out a sheet of notebook paper and answer the following question:
-What do you believe will happen next in the book?
-The question will be written on the board.
-Students will be given 10 minutes for this task.
-Students will discuss their ideas (5 min).
-The teacher will collect these quickwrites and give a 5 point participation grade for them.

Teaching:

-The students will now get out their books.
-The teacher will ask two students to read for the parts of Perrault and Francois.
-Chapter 4 will be read popcorn style (25 min).
-Upon completion of the chapter students will be given the chapter four worksheet. Students will have the choice of working with a partner or individually.
-Students will work on this worksheet for the rest of the period (15 min).
-Whatever the students do not get done they are to complete for homework.

Guided Practice:

-Through the quickwrite, reading, and worksheet exercises the teacher, through individual, partner, and class discussion and attention, will guide the class.
-The students will be assisted where necessary.

Individual Practice:

-Students will write a prediction.
-Students will complete the worksheet.

Closure:

-The teacher will sum up the information gained from reading.
-The teacher will remind the students that whatever they haven't finished on the worksheet is to be completed for homework.
-We will go over these tomorrow and they will have notes.
-Also they will be given some time to work on their projects but this will be the last time.

-When they first come in they will be playing a vocabulary game. They will be given the meaning or a sentence and they will have to provide the correct vocabulary word. There will be rewards for the winning team.
-They are to check the lists on a memo that will be posted on the blackboard.
-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -quickwrite
    -worksheet
    -(Students will be given five points for their quickwrite.)
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to use their knowledge of the novel to make a prediction.
        -Were students able to use their knowledge and reading to complete the worksheet.

Chapter 4 Worksheet

Essay:
Write a brief paragraph to answer each of the following questions. Use the book to find specific information and note the page number on your worksheet.

1. What happened to Perrault and Francois in this paragraph?

2. Is Buck a good leader? Why or Why not?

3. Does Buck's leadership abilities help his team survive? Support your answer with facts from the book and your own opinion.

4. How does Buck's caveman dreams support the idea of retrogression?

Day 21

Objective: Students will be able to:

-recall vocabulary terms

-understand the events of chapter 4

Materials:

-lists of teams (3 teams of 8)

-blackboard

-chalk

-project stuff

-chapter 4 Notes

-the vocab list from chapters 4 & 5 (laminated and cut into strips)

-Opin worksheet for chapters 4 & 5 (laminated and cut into strips with the correct answers in the blank)

-candy! for the winners, and perhaps something like that for the losers

Procedure:

Motivation.

-The students upon entering the classroom are to immediately find their name on the team list and then find their team.

-The teacher will then explain how the game will be played and what the reward will be for the winning team.

-Team members are to stand in a line facing the board.

-The teacher will have a student (volunteer) MC read either a question or a definition of a vocab. term.

-As soon as the MC has completed the reading the students at the head of the lines are to go to the board and write the correct answer. That student will then go to the back of the line.

-A point will be given to the team who not only finishes first but also has the correct answer. Teammates are not to assist with answers.

-The teacher will be the judge

-At the end of play the team who scored the most points will win and receive a prize. The losers will also get something small.

-Total playing time.15 minutes.

Teaching:

-The class is now called to order and students are to return to their seats.

-The students are to take out their chapter 4 worksheets.

-The students are also to open their notebooks. (The teacher tells them they will be taking notes.)

-The chapter 4 notes will be placed on the transparency.

-As the class discusses their answers to the questions on the worksheet notes will be written on the transparency under the headings already listed (20 min).

-Teacher will write notes on the transparency.

-Class will write notes into their notebooks.

-Once this task is completed the class will be given the remainder of class to work on their projects (20 min).

-During this time the teacher will return to the students their quickwrites from day 20.

Guided Practice:

-In both the vocabulary game and the worksheet/note activity the teacher, through individual, team, and class discussion and attention, will guide the students.

-The teacher will write notes on transparency.

Individual Practice:

-Students will individually guess and write vocab. words on the board for their team.

-Students will take notes.

Closure:

-The class will be called back together.

-The teacher will summarize today's information.

-The class will then be told what they will be doing tomorrow:

-The students will come in and take out a piece of notebook paper and respond to the quickwrite on the overhead—(it's the quickwrite from the first lesson).

-We will discuss these and they will be collected.

-We will then read chapter 5. We will do this in groups of six. Students are encouraged to bring their pillows.

-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observations

-discussion

-individual attention

-Teaching procedure:

-Did students meet the objectives—

-Were students able to recall vocabulary terms?

-Did students understand the events in chapter 4?

Chapter 4 Notes
(transparency)

Perrault & Francois

Buck's leadership abilities

Survival

Caveman Dreams (retrogression)

Day 22

Objectives: Students will be able to:

-synthesize what they have learned about survival into a survival strategy
-read and understand chapter 5

Materials:

-overhead
-survival quickwrite transparency (from first lesson)

Procedure:

Motivation:

-Students upon entering the classroom should take out a piece of notebook paper and begin writing about the quickwrite question (10 min).
-After 10 minutes students will be called upon to share theirs; students can either read theirs or simply state the main ideas (5 min).
-The quickwrites are then collected.

Teaching:

-The teacher will now have students count off by 4's to determine groups. There will be 4 groups of 6.
-The students are to take their books and pillows to the part of the room the group feels comfortable at and read for the duration of the class (40 min).
-If the students finish before time is up they are to make a journal entry complete with a summary of the chapter and a personal reflection. If they do not complete the reading within the time allotted they are to complete it and a journal entry as homework.
-The teacher will walk around, listen, and answer any questions that the students may have.

Guided Practice:

-In both the quickwrite and reading activities the teacher, through individual, group, and class discussion and attention, will guide the students.
-The teacher will answer any questions that may arise.

Individual Practice:

-Students will answer question on quickwrite.
-Students will read individually to group.

Closure:

-The teacher will assess what happened in chapter five by calling on students to tell her the main events.
-The teacher will then tell the students that they did a great job on their quickwrites.
-The teacher will then give the plan for tomorrow:
    -When the students come in they are to exchange their journals with their journal partner and each are to comment on the others entry.
    -There will be notes on chapter 5.
    -There will be a vocabulary test.

-Total closure time: 5 minutes

Evaluation:

-Student understanding will be assessed through:

-observation

-quickwrite

-Q/A

-(Each student will be given 5 points their quickwrite)

-Teaching procedure:

-Did students meet the objectives—

-Were students able to synthesize what they have learned about survival into a survival strategy?

-Were students able to read and understand chapter 5?

Day 23

Objectives: Students will be able to:

-understand the events of chapter 5

-recall vocabulary terms

Materials:

-chapter five Notes (transparency)

-overhead

-vocab. test—the vocab. test is 10 sentences from the Opin worksheet.

Procedure:

Motivation:

-Upon entering the classroom the students are to exchange journals with their partners, and read and comment on their partner's entry (5 min).

-The teacher will then have the two partners discuss their entries verbally (5 min).

-The class will use these entries to assist in making chapter 5 Notes.

Teaching:

-The class will be called back together.

-The transparency for chapter five Notes will be placed on the overheard.

-The class will use their journals to assist the teacher in writing notes for chapter five under the headings provided (20 min).

-The teacher will write the notes on the overhead.

-Students will write the notes in their notebooks.

-The notes will then be put away and the vocab. test will be distributed.

-The students will have 25 minutes to take the test.

-Students are to pick up their quickwrites when turning in their tests.

Guided Practice:

-Through the journaling, note taking, and quiz taking activities the teacher, through individual, partner, and class discussion and attention, will guide the students.

-The teacher will write notes on the transparency.

Individual Practice:

-The students read and comment in partner's journal.

-The students take vocab. quiz.

Closure:

-The teacher calls for the rest of the quizzes to be handed in.

-The teacher summarizes the information learned today.

-The teacher tells the students what they will do on Monday the 12th.

-The students will pick up a vocab. worksheet and work with their journal partner on the meanings of the underlined words.

-We will then read and listen to chapter 6.

-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -vocab. quiz
    -class discussion
    -(all vocab. tests are worth 10 points)
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to understand the events in chapter five?
        -Were students able to recall vocab. terms?

Chapters 4 & 5 vocabulary quiz

Directions:
Fill in the blank with the vocabulary terms listed below. No term will be used twice.

Vocabulary: obdurate, triumphantly, deluged, monotonous, resiliency, traces, callowness, superfluous, mongrel, slovenly

1. The _____ that harnessed the mule to the wagon broke.
2. They ran _____ into the locker room after they won the game.
3. The youth showed his _____ when he decided not to do his homework and played Nintendo 64 instead.
4. The lifestyle of a cat looks very _____ because all they do is eat and sleep.
5. The actor was not dressed in a nice suit but was dressed rather _____ in sweats.
6. The girl was _____ with offers to take her to the dance on Friday night.
7. The _____ teacher insisted on giving homework anyway, even after students informed her that they were having a big test in social studies tomorrow.
8. The pup was a _____, its father was a husky and its mother was a collie.
9. The _____ of the sun to bring warmth every summer makes life splendid.
10. The class had a _____ supply of soda but not enough cups to put it in.

Chapter 5 Notes

Characterize:

Hal

Charles

Mercedes

John Thornton

What did Hal, Charles, and Mercedes refuse to do? And how does this differ from Buck?
(to listen to reason and experience)

What would have happened to Buck if had refused to do something? What "law" taught Buck this?

What is Buck's condition in this chapter? Was he healthy? Why or Why not?

Did Buck fail in this chapter to help his team survive?

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Day 24

Objectives: Students will be able to:

-understand new vocabulary terms

-grasp the events that occur in chapter 6

Materials:

-Chapter 6 & 7 vocab. worksheet

-Chapters 6 & 7 vocab. transparency

-tape with recording of chapter 6

Procedure:

Motivation:

-Students upon entering the classroom are to pick up a Chapter 6 vocab. worksheet.

-Students are then to find their journal partners and work on meanings for the underlined words (10 min). Students can use dictionaries to assist them.

-The class will then come back together.

-The Chapters 6 & 7 vocab. transparency will then be put on the overhead.

-Students using their worksheet notes will assist the teacher in creating a meaning for each vocab. word (5 min).

-Students are to copy the words and their meanings into their vocab. notebooks.

Teaching:

-The students are now to take out their books and follow along with the tape recording of chapter 6 (40 min).

-Vocab. tests will be handed back at this time.

Guided Practice:

-In both the vocab and reading activities the teacher, through partner and class discussion and attention, will guide the students.

-The teacher will write meanings on transparency.

Individual Practice:

-Students will follow along in their books with the tape recording.

-There is no further individual practice.

Closure:

-The teacher will summarize the vocab. and the reading exercises.

-The teacher will assess the level of understanding of the reading by asking:

-What does Buck do in the beginning of this chapter?

-How does Buck feel about Thornton?

-The teacher will then tell the students that whatever reading is left for chapter 6 they are to finish it for homework and be prepared to discuss it tomorrow.

-The teacher then tells the students what they will do tomorrow:

-(2 classes will go to computer lab and 2 will have class)

-The two classes that go to the lab are to type their one page project summary.

-The two classes that meet in the classroom will be:

-Writing a play using their vocab.
-Writing a short answer to a discussion question.
-Chapter 6 Notes

-Closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
-observation
-discussion
-Q/A

-Teaching procedure:
-Did students meet the objectives—
-Were students able to understand new vocabulary terms?
-Were students able to grasp the nature of the events that occurred in chapter 6?

Chapters 6 & 7 vocab. worksheet

Define the underlined words in this play.

Pompous Pete: "How is the convalescence going, Coy Kenya, after your injury?" As he asks this question Pompous Pete touches her on the shoulder. CK bristles.

Coy Kenya: "Quite well," she said cunningly. "The expediency to which my injury is healing should be a warning to you, PP."

Pompous Pete: "Ohhhh," replied PP imperiously. "What will you try to do next? You botched that last conjuration you tried and only succeeded in hurting your own shoulder. Your prowess means nothing to me, CK."

Coy Kenya: "Well that's too bad, PP," CK said without wanton aggressiveness. Then she quietly spoke another spell and Pompous Pete clutched his head. CK had managed to disperse the love that was trapped in PP's heart, releasing it to overtake his evil brain.

Chapters 6 & 7 vocabulary
(transparency)

convalescence

pompous

expediency

imperiously

conjuration

bristle

coy

prowess

cunning

wanton

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Day 25

Objective: Students will be able to:
- -for those in the computer lab
  - -learn keyboarding
  - -and learn keyboarding program (Microsoft word)
- -for those in the classroom
  - -synthesize the vocab. into a play
  - -discuss chapter 6

Materials:
- -blackboard
- -chalk
- -(transparency)—chapter 6 discussion questions
- -overhead
- -(transparency)—chapter 6 Notes
- -for those in the computer lab
  - -computers

Procedure:

Motivation:
- -The teacher will have written on the board the instructions:
  - -Students are to get their vocab. notebooks out.
  - -Students are to each take a sheet of notebook paper out.
  - -When the teacher tells them to do so, they will count off by 8.
  - -They are to then get in their groups and write a play using the 10 vocab. words from chapters 6 & 7.
  - -They are to underline the vocab. words they use in their script.
  - -The students will perform these at the beginning of class on Friday, the 16th of February.
  - -These will be collected after their performances. (Maybe they'll let me keep them.)
- -Total task time: 20 min.
- -The teacher will circulate throughout the room and answer any questions.

Teaching:
- -The class will then be called together and students will return to their seats.
- -The transparency for the Chapter 6 Discussion will be written on the board.
  - -Students are to take out a sheet of notebook paper out.
  - -The teacher will briefly go over each question.
  - -The students are to then write their answers for any one of the questions (25 min).
- -The transparency for chapter 6 Notes will then be placed on the overhead and the class will come together for discussion and notetaking (10 min).
  - -Students will use their answers to the questions to assist the teacher in the forming chapter 6 notes under the headings provided on the transparency.
  - -The teacher will write these notes on the transparency.

-Students will write these chapter 6 Notes in their notebooks.
-Students will be told to keep their discussion answers (they may see these questions again).

Guided Practice:

-Through the vocab, discussion question, and notetaking activities the teacher, through individual, group, and class discussion, will guide the students.
-The teacher will write the notes on the transparency.

Individual Practice:

-Students will compose and write the answer to a discussion question.
-Students will take notes.

Closure:

-The teacher will summarize the information that was covered that day.
-The teacher will remind the students that they are going to perform their vocab. skits on Friday.
-The performance will not be graded, it is only meant to be fun.
-However, the skit that the team turns in afterward will be given 5 points if it contains all of the words.
-The teacher will tell the class what they will be doing tomorrow.
-The students in the lab will:
-write a vocab. play
-answer a discussion question
-take chapter 6 Notes
-The students in the classroom will:
-report to the computer lab and type their one page summary for their project.

Evaluation:

-Student understanding will be assessed through:
-observation
-discussion
-Teaching procedure:
-Did students meet the objectives—
-For those in computer lab:
-Were students able to learn keyboarding?
-Were students able to learn keyboarding program?
-For those in the classroom:
-Were students able to synthesize their vocab. into a play?
-Were students able to discuss chapter 6?

Chapter 6 Discussion Questions

1. Describe and compare Buck's condition (health) at the beginning of the chapter to his condition at the end of the chapter.

2. Discuss how Buck's feelings for John Thornton are different than the feeling he had for various people at Judge Miller's Place.

3. Discuss the ways that Buck shows his devotion for John Thornton.

Chapter 6 Notes

Changes in Buck's health:

Bucks feelings for Thornton vs. feelings for people on Judge Miller's Place:

Buck shows devotion for Thornton by:

How is survival represented in this chapter?

Day 26

(Today's plan is a repeat of yesterday's because only two of the classes went to the lab, and now today the other two will go.)

Objective: Students will be able to:

-for those in the computer lab

-learn keyboarding

-and learn keyboarding program (Microsoft word)

-for those in the classroom

-synthesize the vocab. into a play

-discuss chapter 6

Materials:

-blackboard

-chalk

-(transparency)—chapter 6 discussion questions

-overhead

-(transparency)—chapter 6 Notes

-for those in the computer lab

-computers

Procedure:

Motivation.

-The teacher will have written on the board the instructions:

-Students are to get their vocab. notebooks out.

-Students are to each take a sheet of notebook paper out.

-When the teacher tells them to do so, they will count off by 8.

-They are to then get in their groups and write a play using the 10 vocab. words from chapters 6 & 7.

-They are to underline the vocab. words they use in their script.

-The students will perform these at the beginning of class on Friday, the 16th of February.

-These will be collected after their performances. (Maybe they'll let me keep them.)

-Total task time: 20 min.

-The teacher will circulate throughout the room and answer any questions.

Teaching:

-The class will then be called together and students will return to their seats.

-The transparency for the Chapter 6 Discussion will be written on the board.

-Students are to take out a sheet of notebook paper.

-The teacher will briefly go over each question.

-The students are to then write their answers for any one of the questions (25 min).

-The transparency for chapter 6 Notes will then be placed on the overhead and the class will come together for discussion and notetaking (10 min).

-Students will use their answers to the questions to assist the teacher in the forming of chapter 6 notes under the headings provided on the transparency.
-The teacher will write these notes on the transparency.
-Students will write these chapter 6 Notes in their notebooks.
-Students will be told to keep their discussion answers (they may see these questions again).

Guided Practice:
-Through the vocab, discussion question, and notetaking activities the teacher, through individual, group, and class discussion, will guide the students.
-The teacher will write the notes on the transparency.

Individual Practice:
-Students will compose and write the answer to a discussion question.
-Students will take notes.

Closure:
-The teacher will summarize the information that was covered that day.
-The teacher will remind the students that they are going to perform their vocab. skits on Friday.
-The performance will not be graded, it is only meant to be fun.
-However, the skit that the team turns in afterward will be given 5 points if it contains all of the words.
-The teacher will tell the class what they will be doing tomorrow.
-Short activity in the beginning of the period—so get in here and be ready it will be a rewarding experience.
-We will read chapter seven—round robin style.

Evaluation:
-Student understanding will be assessed through:
-observation
-discussion
-Teaching procedure:
-Did students meet the objectives—
-For those in computer lab:
-Were students able to learn keyboarding?
-Were students able to learn keyboarding program?
-For those in the classroom:
-Were students able to synthesize their vocab. into a play?
-Were students able to discuss chapter 6?

Day 27

Objectives: Students will be able to:
-understand the emotions that led to the goldrush
-understand the events of chapter 7

Materials:
-six bags of gold coins (candy)
-laminated lists of teams
-chalkboard
-chalk
-slips with "code" directions
-and if I can find it the song by Johnny Horton called "North to Alaska"—to be played while students search for gold.

Procedure:
Motivation:
-Placed around the room are six bags of gold coins.
-On the board the teacher has written instructions:
-find your name & team on the laminated sheet for your class.
-then sit quietly with your team until I give you further instructions.
-after the teams are seated I ask for one person from each team to come up and receive their slip containing further instructions.
-each slip has "code" directions on them—scavenger hunt style.
-each slip states the purpose—for gold. The students are also warned to only find their bag of gold.
-Finding the gold should only take 5 minutes.
-The students are to go back to their seats and we will discuss their experience (5 min).
-Oh yea—students can eat their find—one gold coin each.
Teaching:
-The students will now take out their books.
-Chapter 7 will be read round robin style—everybody taking 2 paragraphs each (35 min).
-Students answer quickwrite question.
-Name 3 events that occurred in this chapter?
-Quickwrite is collected
Guided Practice:
-In both the gold finding and the reading activities the teacher, through individual, team, and class discussion and attention, will guide the students.
-To lead discussion of gold finding experience the teacher will ask two questions:
-How did you feel when you were given the slip of paper, knew the gold was there and all you had to do was find it?
-How did you feel when you found it?
Individual Practice:
-Students read during their turn.

-Students do quickwrite.

Closure:

-The teacher summarizes the experience and reading of today's lesson.

-Students are then told the plan for tomorrow.

-vocab. presentations

-vocab. test

-Students are reminded that tomorrow is a short day—Act 80 day.

-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-discussion

-quickwrite

-(5 points will be given for the quickwrite)

-Teaching procedure:

-Did students meet the objectives—

-Were students able to understand the emotions that led to the goldrush?

-Were students able to understand the events that occurred in chapter 7?

Day 28

Objectives: Students will be able to:
-demonstrate their ability to synthesize vocab. into a play
-recall vocab. meanings for test purposes

Materials:
-vocab. test
-(quickwrites from yesterday to be returned)
-blackboard
-chalk

Procedure:
Motivation:
-The teacher will have instructions written on the blackboard.
-Get into your groups.
-The order in which the groups will perform.
-Have only ten minutes so—
-hold applause until end
-and the groups follow one another immediately—be prepared
-Give me one copy of your play after you perform.
-Students perform their plays (10 min).
Teaching:
-The class comes back together.
-The teacher hands out the vocabulary tests.
-Students take test (25 min).
Guided Practice:
-In both the performance and the vocab test taking activities the teacher, through individual and group attention, will guide the students.
-There is no other guidance necessary.
Individual Practice:
-Teacher will answer questions as needed.
-Students write answers to vocab. test.

Closure:
-Students are thanked for their performances and the good job everybody did.
-A recap of today's activities will be stated.
-Students are reminded that Monday is President's Day and therefore there is no school.
-Students are then told what Tuesday's plan is:
-Answer question about Buck's survival—think pair share
-Notes on chapter 7
-Essay lesson
-Students work on test essays
-Total closure time: 5 minutes

Evaluation:

-Student understanding will be assessed through:

-observation

-written plays

-vocab. tests

-(The plays will be given 5 points provided that all of the vocab. was used.)

-(The vocab. test as always is worth 10 points.)

-Teaching procedure:

-Did students meet the objectives—

-Were students able to demonstrate their ability to synthesize the vocab. into a play?

-Were students able to recall vocab. meanings for test purposes?

Chapter 7 vocabulary test

Fill in the blank:

Use the following vocabulary words to fill in the blanks.

Vocabulary: convalescence, pompous, expediency, imperiously, conjuration, bristle, coy, prowess, cunning, wanton

1. The _____ man spoke about his ability to lift 110 pounds.
2. He lacked in the ability to be _____ and always got caught sneaking a piece of candy.
3. "But after two days the call in the forest began to sound more _____ than ever."
4. The _____ of the spell only produced thousands of frogs.
5. "Buck romped through his _____ and into a new existence."
6. The _____ of the student to do well on tests is directly proportionate to number of hours that student studies.
7. The _____ woman spoke little and left church early unnoticed.
8. The _____ with which the student took the test baffled the teacher.
9. The cat wanted to _____ at the sight of the dog but decided instead not to give the dog that kind of attention.
10. She was never _____ and always played nicely with her peers.

Day 29

Objectives: Students will be able to:
-understand the events in chapter seven
-understand prewriting strategies

Materials:
-blackboard
-chalk
-Prewriting transparency (blank transparency on which I will model prewriting strategies).
-chapter 7 Notes
-Essay Questions for test

Procedure:
Motivation:
-Students upon entering the classroom are to get a sheet of notebook paper out and brainstorm about the question on the board:
-How did Buck, based on the lessons throughout the book, learn to survive?
-Students will have 5 minutes to work on this individually.
-Students will then pair up with their table partner and brainstorm again for 5 minutes.
-Students will then share their lists with the class (5 min).
-A scribe will write these on the transparency.
-Students will copy any that they don't have.
-Students are told to save this paper we will come back to it today.

Teaching:
-Students are called back together and told to get their notebooks out and copy the chapter 7 Notes into it.
-The teacher puts the chapter 7 Notes transparency on the overhead and waits 5 minutes until students finish.
-The transparency is then discussed (10 min).
-The students are now told to put their notes away and get the survival list that we worked on in the beginning of class back out.
-While the students are moving their material around the teacher will give each person a list of Essay Questions.
-The teacher will go over this list and answer any questions raised.
-The teacher will also explain that students will need 3 items for each essay: A Pre-write, a rough draft (or sloppy copy), and a final copy.
-This should take only 5 minutes.
-The teacher then puts the prewriting transparency back on the overhead.
-Students are then asked to describe how they came to list the items they did.
-This will lead the teacher into showing the class what the question is actually asking for.

-Then the teacher will say that brainstorming is not the only way to arrive at good ideas that will answer the question--(teacher will describe 2).
-Teacher will then demonstrate how to make an outline using this information.
-This mini-lesson will take 10 minutes.

-Students are then instructed to look at the Essay Questions, pick the 3 that they are going to work on, and begin the prewriting activity.
-Students can work on this activity until the end of class (about 10 minutes).
-The teacher at this point will give the students back their vocab. tests and quickwrites.
-The teacher will also write on the board the day, names, and order students' presentations. (Students will note when they are expected to present in their planners.)

Guided Practice:

-Through the think pair share, the chapter 7 Notes, and the mini-lesson activities the teacher, through individual, partner, and class discussion and attention, will guide the students.
-Scribe writes brainstorms on overhead.
-Teacher asks questions.
-Teacher model pre-writing strategy.

Individual Practice:

-Students make brainstorm list individually, at first.
-Students brainstorm about Essay Questions.

Closure:

-Students will be told to bring their Essay Questions and any notes they may need to class for the next 3 days; they will be working on the essays at the beginning of class.
-Today's information will be summarized.
-Students are then told what they will do tomorrow.
-At the beginning of class they are to come in and immediately start on their pre-writing activity.
-Then we will have the presentations for the rest of the period.
-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
-observation
-Q/A
-discussion
-Teaching procedure:
-Did students meet the objectives—
-Were students able to understand the events that occurred in chapter 7?
-Were students able to understand pre-writing strategies?

Prewriting Transparency

Chapter 7 Notes

Retrogression is demonstrated through:

- Caveman dreams
- The call—a wolf cry
- Wolf chase—Buck is accepted. Bucks calls the wolf his wild brother
- Kills out of need: kills to eat
  - Buck kills a bear
  - Buck kills moose
- Kills to show strength
  - Buck kills bear
  - Buck kills moose
  - Buck kills wolverines

Death:

- Yeehats kill John
  - John's death severes ties with man and civilization
- Buck kills Yeehats
  - Buck kills man
- Buck kills wolf
  - Buck gains acceptance to the wolf pack--and the wild

Survival:

- Buck kills for food
- Buck kills to show strength
- Buck kills wolves to live
- Buck kills man for revenge

Remembrance:

- Yearly return to howl by the river
  - Buck remembers civilization but does not desire it.

Essay Questions

Directions: Choose three and answer. You must have a pre-write, a rough draft, and a final copy for each.

1. How did Buck, based on the lessons throughout the book, learn to survive?
2. How was the theme survival represented throughout this book?
3. How was retrogression represented throughout this book?
4. How did Buck regress from being civilized to wild in this book?
5. What does the call of the wild mean and how does it differ from your first ideas of its meaning?
6. How does Buck's life seem to parallel Jack London's?
7. Choose three characters in this book—characterize them and then demonstrate their purpose in the book.
8. If you were Perrault and Francois what would you take with you on a mail run?
9. How was Buck's love for John Thornton different from the way he felt about people on Judge Miller's Place?
10. How is the end of the book similar to the beginning of the book?
11. What did Buck have to learn and do to become the leader of the sled team? (Remember his lesson and Spitz.)
12. What purpose did the Yeehats serve in the last chapter of the book—how did their presence help Buck?
13. Describe how Buck showed his love for John Thornton, and talk about what Buck feared would happen to his master. (Remember that Buck has had several masters.)
14. Describe and discuss three things you learned from this book.
15. Pretend that you are Jack London and either rewrite or discuss how you would end this book. The characters in your version should have the same characteristics as in London's book.
16. Did you like this book? Why or Why not?
17. Do you think that using dogs for sled teams is inhumane? Use the book to support your answer.

Day 30

Objective: Students will be able to:

-brainstorm about answers to essay questions

-demonstrate their understanding of the book or other information related to the book

Materials:

-none needed--except for maybe some extra rubrics for those who do not have theirs

Procedure:

Motivation:

-Students are to immediately upon entering the classroom begin working on their prewriting exercises.

-Teacher will have student conferences during this time.

-Students will tell the teacher which question they are working on and how they plan to answer it.

-Teacher will look at pre-write.

-Students will have 15 minutes to work on their prewriting activity.

Teaching:

-The class will now be instructed to put their pre-writes away and give their undivided attention to the presenters.

-Presenters are instructed to give me their rubrics and their one page summaries before presenting.

-Twelve students at 2-3 minutes each will present their projects (40 min).

-Projects will be collected (and hopefully placed around room and hall for publication and decoration purposes).

-If the presentations do not take 40 minutes the students are to work on their pre-writes until the end of the period.

Guided Practice:

-Through the prewriting activity and the students' presentations the teacher will, through individual and class attention, guide the students.

-Teacher will hold conferences with individual students.

Individual Practice:

-Students perform prewriting.

-Students present projects to class.

Closure:

-Students will be thanked for their presentations.

-The class will be thanked for behaving well.

-The teacher will summarize today's activities.

-The teacher will tell the students tomorrow's plan:

-Work on prewrites.

-I will give another mini-lesson.

-The other twelve students will present.

-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:

-observation

-conferences

-Teaching procedure:

-Did students meet the objectives—

-Were students able to brainstorm about answer to essay questions?

-Were students able to demonstrate their understanding of the book or information related to the book?

Day 31

Objectives: Students will be able to:

-synthesize the brainstorming information into a rough draft

-present their understanding of the book or related information

Materials:

-the prewriting transparency with the brainstorm and the outline on it

-a blank transparency with the heading rough draft on it

Procedure:

Motivation:

-Students upon entering the class should immediately begin working on their prewrites (7 min).

-The teacher will conference with students.

-The teacher will then put the prewriting transparency on the overhead.

-The class' attention will be called to the overhead.

-The teacher will tell them that we are now going to begin writing our essay by using our pre-write outline as guidance.

-The teacher will have students note the first heading of the outline.

-The teacher will then place the blank transparency on the overhead and begin writing a sentence. This sentence will not be finished and another one will be started. And yet again this process will be repeated until a good beginning sentence has been written.

-The teacher will then tell the students that this is what she expects from them.

-The students are told that they will write one rough draft tomorrow in class.

-Modeling rough draft writing time: 7 minutes.

Teaching:

-The overhead is shut off and moved.

-The students are told that to put their essay material away.

-The class is told to give their attention to the presenters.

-The twelve project presenters will have 40 minutes to show their projects.

-Presenters are instructed to give me their rubric and their one page summaries before presenting.

-Projects are collected for display.

-If presenters finish early the class is to work on the essays.

Guided Practice:

-In both the mini-lesson on rough draft writing and the project presentations the teacher, through individual and class attention, will guide the students.

-The teacher models rough draft writing.

Individual Practice:

-Students demonstrate their knowledge of the book and related material through presentations.

-There is no other individual practice.

Closure:

-Students are thanked for their wonderful presentations.
-The class is thanked for being cooperative.
-The class is told that I will give their rubrics and one-page summaries back on Monday.
-Today's activities are summarized.
-The class will then be told tomorrow's plan:
    -Have a short memory game.
    -Write rough drafts.
-Total closure time: 5 minutes.

Evaluation:
-Student understanding will be assessed through:
    -observation
    -conferences
-Teaching procedure:
    -Did students meet the objectives—
        -Were students able to synthesize their prewrite into a rough draft?
        -Were students able to present their knowledge of the book or other related material?

Rough Draft
(transparency)

Day 32

Objectives: Students will be able to:
-synthesize their outlines into a rough draft
-understand the purpose of a rough draft

Materials:
-blackboard
-chalk
-rough draft transparency

Procedure:
Motivation:
-Students upon entering the classroom will see these instructions on the board:
-Get sheet of notebook paper out.
-Put all other material under chair.
-Answer this question: Name as many works by Jack London as you can. You only have five minutes.
-Teacher will assess the winner(s).
-Students will read their lists.
-Total task time: 10 minutes.

Teaching:
-The class will be told to get their essays out and write their rough drafts.
-The students will also be told that they will have the rest of the period today to write (45 min minus time for mini-lesson). So I expect them to write most or all of their essays.
-Also students are told that Monday they will have most of the class period to work on their final copies but that all copies will be collected at the end of the period for grading purposes. So whatever rough drafts they do not get done in class is to be completed for homework.
-At about 20 minutes into this writing activity the teacher will show the students that rough draft writing is not just a paper with sloppy writing on it, they have to read over them and make changes.
-The teacher will put rough draft transparency on overhead.
-The teacher will demonstrate the above point.
-Total time for mini-lesson (7 min).
-The teacher will be available to answer any questions.

Guided Practice:
-In both the memory activity and the rough draft writing task the teacher, through individual attention and discussion, will guide the students.
-The teacher will conduct a mini-lesson.

Individual Practice:
-Students remember titles.
-Students write rough drafts.

Closure:

-The teacher will thank the students for working quietly.
-The teacher will remind the students that the rough drafts that they did not get finished today are to be done over the weekend.
-The teacher will then tell the students what they will do on Monday:
    -Play Jeopardy
    -Work on final copies.
    -Turn in to the teacher a pre-write, a rough draft, and a final copy for each of the 3 essays.
-Total closure time: 5 minutes.

Evaluation:
-Student understanding will be assessed through:
    -observation
    -questions from them to teacher
-Teaching procedure:
    Did students meet the objectives—
        -Were students able to synthesize the outlines into a rough draft?
        -Were students able to understand the purpose of a rough draft?

Day 33

Objectives: Students will be able to:
-practice recall of information
-write to compliment their ideas

Materials:
-Jeopardy board
-Jeopardy questions
-graded rubrics and one-page summaries
-folders for essay material

Procedure:
Motivation:
-The students are to take their seats immediately upon entering the classroom and await the teacher's instruction.
-Bells and buzzers will already be on the table.
-Jeopardy board will be posted.
-The teacher will form teams.
-The teacher will appoint a scorekeeper and an announcer (or question reader).
-The teacher will be judge.
-Total time given for task: 15 minutes.

Teaching:
-At this point the teacher will place pocket folders in a central location.
-The winning team will be told to go and choose theirs and then to go to their seats. These instructions will be repeated for the second and third place teams.
-The class will be told to get their essay material out.
-The class at this point will be instructed on how to arrange their rough drafts and final copies in the folder.
-Each pre-write should be stapled to its rough draft—the rough draft on the top and the pre-write on the bottom.
-These are then placed in the left side pocket of the folder.
-The final copies (each one stapled separately) are placed in the right pocket of the folder.
-The students will also be told that as they finish they can turn their work in.
-They will have 40 minutes to work on their final copies but at the end of the period all work will be turned in to the teacher.
-If they finish early I have a small request from them, which I will talk to them about when they turn their essays in.
-I want them to answer 3 questions—write it down.
-What did they like about this unit?
-What didn't they like about it?
-Do you have any advice for me?
-The teacher will also return the graded rubrics and one-page summaries at this time.

Guided Practice:

-Through both the Jeopardy game and the final draft writing activity the teacher, through individual and group discussion and attention, will guide the students.

-The teacher demonstrates the paperwork in the folder.

Individual Practice:

-Students write final essays.

-Students answer teacher questions.

Closure:

-The teacher thanks the students for working quietly.

-The teacher calls for any work that may still be out to be placed on her desk.

-The graded folders will be given back on Wednesday.

-The teacher also asks those answering the 3 questions above to place their answers on her desk in a pile as well.

-The teacher then tells the students what they will do tomorrow:

-Make poems.

-Watch the movie, The Call of the Wild.

Evaluation:

-Student understanding will be assessed through:

-observation

-questions asked of the teacher

-answers to Jeopardy questions

-Teaching procedure:

-Did students meet the objectives—

-Were students able to practice recall of information?

-Were students able to write to compliment their ideas?

Day 34

Objectives: Students will be able to:
-recall information
-visually observe the book

Materials:
-the video The Call of the Wild
-containers with words for poems

Procedure:
Motivation:
-The students are to immediately find their seats upon entering the class.
-The teacher will then give each person a container with words.
-Students will "write" poems.
-Students will have only five minutes to make a poem.
-The teacher will then ask for volunteers to read their poems (5 min).
-Students will then be instructed to clean up.

Teaching:
-The teacher will put the video into the VCR.
-The teacher will give a small introduction:
-The actors and actresses in the movie.
-If it differs from the book.
-Movie viewing time: 45 minutes.

Guided Practice:
-Through both the games and the movie activities the teacher, through individual and group attention, will guide the students.
-No other guided practice applies.

Individual Practice:
-Students view movie.
-No other individual practice needed.

Closure:
-The teacher stops the movie—(and writes down how far each class got).
-The teacher will ask: How is the movie different from the book?
Do they like the movie?
-The will then tell the students what tomorrow's plan is:
-The essay folders will be handed back and discussed.
-The rest of the movie will be viewed.

Evaluation:
-Student understanding will be assessed through:
-observation
-Q/A
-Teaching procedure:

-Did students meet the objectives—

-Were students able to recall information?

-Were students able to visually observe the book?

Day 35

Objectives: Students will be able to:

-evaluate their essay grade—through essay feedback from teacher
-finish visually viewing the book

Materials:

-the graded essays in folders
-the movie The Call of the Wild

Procedure:

Motivation:

-Students should immediately get in their seats upon entering the classroom.
-The teacher will make a statement about how well everybody did.
-The teacher will then tell the students to read over the comments carefully.
-The grades will be located on the last page of every essay and that all of the grades have been recorded.
-The teacher will then hand out the folders.
-Any questions will be answered.
-Total time spent on folders: 10 minutes.

Teaching:

-The teacher will now put the movie in the VCR.
-The class' attention will be focused on the movie.
-The rest of the movie should be viewed at this time (45 min).

Guided Practice:

-Through both the graded essay and movie viewing exercises the teacher, through individual and class attention, will guide the students.
-The teacher will answer any questions raised. (I will probably conduct a small discussion based on that class' work.)

Individual Practice:

-Students will view their graded essays.
-Students will view the movie.

Closure:

-The teacher will summarize by asking the students what they liked best the book or the movie?
-The students will be thanked for allowing me into their classroom.
-They will also be told that this is my last day with them.
-The teacher will then tell them the plan for tomorrow.
    -(This will depend on my cooperating teacher—Mrs. Coy.)
-Total closure time: 5 minutes.

Evaluation:

-Student understanding will be assessed through:
    -observation
    -question that they have

-Q/A

-Teaching procedure:

-Did students meet the objectives—

-Were students able to evaluate their graded essays?

-Were students able to finish viewing the book—in movie form?

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